Board of Education
Work Session
10/01/2026 6:00 PM
Lincoln Center

1. **Call to Order**
   a. Approval of the Agenda
   b. Motion to Move into Closed Session

2. **Closed Session**
   a. To consider confidential personnel information protected under G.S. 115C-319; to consider confidential student information protected under the Family Educational Rights and Privacy Act (20 U.S.C. 1232g) and G.S. 115C-402; to consult with the Attorney to preserve attorney-client privileged information pursuant to G.S. 143-318.11(a)(3); and approval of closed session minutes.

3. **Return to Open Session**

   3a. Swearing-in of Newly Appointed Board Member, Tongde Wu

   3b. NC Disability History and Awareness Month Proclamation
   - 202610 NC Disability History and Awareness Month.pdf

   3c. Resolution Regarding the Impact of the 2026 Constitutional Amendments on Chapel Hill-Carrboro City Schools
   - Resolution Regarding the Impact of the 2026 Constitutional Amendments.pdf

4. **Public Comments**
   a. Members of the public wishing to address the Board in person may sign up at the meeting location before the start of the meeting.
   b. Public comments on any matter of concern that is not currently on the agenda will be heard at the beginning of the meeting.
   c. Public comments related specifically to work session items will be heard after each agenda item has been discussed by the Board of Education.
   d. If you want to contact the Board in writing, you can send written comments to allboardmembers@chccs.k12.nc.us.
   e. For more information about submitting written comments, please visit our website at www.chccs.org

5. **Consent Agenda**

   5a. Recommendation for Approval of the Personnel Report for October 1, 2026
   Seeking CHCCS Board of Education Approval of the Personnel Report for October 1, 2026

   5b. Recommendation for Approval of the Board of Education Meeting Minutes
   Seeking CHCCS Board of Education Approval of the previous Board of Education Meeting Minutes
   - 9.17.26 BoE RM Minutes.pdf

   5c. Recommendation for Approval of First Reading of Policy 7130: Licensure
   Seeking CHCCS Board of Education Approval of First Reading of Policy 7130: Licensure
   - Current CHCCS Policy 7425

- Mark Up CHCCS Policy 7425
- Clean CHCCS Policy 7425

5d. Recommendation for Approval of Policy Reviews - No Changes.
Seeking CHCCS Board of Education Approval of Policy Reviews - No Changes.

5e. Recommendation for Approval of First Reading for Revisions to Policy 1100, Governing Principles; Policy 2020, The Board's Decision-Making Process; Policy 3010, Equality of Educational Opportunities and Access to Curriculum; Policy 3100, Curriculum Development, Delivery, Monitoring, and Evaluation; Policy 3115, Curriculum and Instruction Guides; Policy 3130, Grouping for Instruction; Policy 3531, Character Education; and Policy 6560, Disposal of Surplus Property in coordination with SB 227
Seeking CHCCS Board of Education Approval of the First Reading of Revisions to Policy 1100, Governing Principles; Policy 2020, The Board's Decision-Making Process; Policy 3010, Equality of Educational Opportunities and Access to Curriculum; Policy 3100, Curriculum Development, Delivery, Monitoring, and Evaluation; Policy 3115, Curriculum and Instruction Guides; Policy 3130, Grouping for Instruction; Policy 3531, Character Education; and Policy 6560, Disposal of Surplus Property in coordination with SB 227
- Policy Changes.pdf

5f. Recommendation for Approval to Expand instructional funds for AVID Implementation and Professional Learning
Seeking CHCCS Board of Education Approval to expend instructional funds for AVID Implementation and Professional Learning
- Chapel Hill Carrboro City Cost Projection Current and New sites 2026 - 2029.pdf
- Quote Avid 2026-2027.pdf
- Contract Approval Avid 300K (Half Signed) (2).pdf
- 2026-2027 Contract Avid Pre-audited (Half Signed).pdf

5g. Recommendation for Approval of the contract with NCH Corporation d/b/a Chemsearch FE, Inc for water treatment services fiscal year 2026-2027.
Seeking CHCCS Board of Education Approval of the contract with NCH Corporation d/b/a Chemsearch FE, Inc in the amount of $108,497.08.
- Northampton Generic Service Contract Version 1, 4-14-20 revisions (R2104124.DOCX;1).pdf
- Microsoft Word - Sole Source Letter FE_CS 12000LTT 9-11-25.pdf

5h. Recommendation for Approval of the Contract with Dail Mechanical Inc. to replace a boiler system.
Seeking CHCCS Board of Education Approval of the contract with Dail Mechanical Inc in the amount of $235,000.00.
- Bid Tabulation FPG WSHP Boiler Replacement.xlsx.pdf
- Contract-_Dail_Mechanical_FPG_WSHP_Boiler_Replacement_pre-audited_-_signed__1_.pdf

5i. Recommendation for Approval of additional funding for Districtwide HVAC Repairs and Replacements with Duggins Mechanical of Burlington.
Seeking CHCCS Board of Education Approval of an additional $150,000.00 in multiple purchase orders for HVAC system repairs and/or replacements with Duggins Mechanical of Burlington Inc for the remainder of the 2026/2027 fiscal year.

6. Superintendent's Report | Information Item

6a. Exceptional Children Board Update
- October 1-EC Board Update.pdf

7. Discussion and Action (if needed)

8. Work Session Items

8a. 2025-26 District Accountability and Strategic Plan Progress Update
i. Public Comments
- Complete Strategic Plan and Accountability (2025-26) Update - Larger Deck.pdf
- BOE 10_1 Presentation Deck.pdf

9. Committee Reports | Sharing

10. Closed Session (if needed)

a. To consider confidential personnel information protected under G.S. 115C-319; to consider confidential student information protected under the Family Educational Rights and Privacy Act (20 U.S.C. 1232g) and G.S. 115C-402; and to consult with the Attorney to preserve attorney-client privileged information pursuant to G.S. 143-318.11(a)(3).

11. Adjourn

Note: Times listed are approximate. Speakers and presenters are encouraged to arrive early, as the Board may progress through the agenda more quickly than expected.

COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT - Interpreter services are available for non-English speakers and individuals with hearing impairments upon request. Please provide advance notice by contacting Sandra Pereira at ext. 20324 or translation@chccs.k12.nc.us.

Board of Education Agenda Abstract

Meeting Date: October 1, 2026
Agenda Type: Return to Open Session

Subject: Swearing-in of Newly Appointed Board Member, *Tongde Wu*

Division: Board of Education **Department:** Superintendent's Office

Person Responsible: **Feedback Requested From:**

Strategic Plan Alignment: ALL AREAS

Previous Work Session (Y/N): No Date:
Previous Discussion and Action (Y/N): No Date:

Attachment(s):

PURPOSE:

BACKGROUND:

FINANCIAL IMPACT:

PERSONNEL IMPACT:

SUGGESTED ACTION:

RESOLUTION:

Board of Education Agenda Abstract

Meeting Date: October 1, 2026
Agenda Type: Return to Open Session

Subject: NC Disability History and Awareness Month Proclamation

Division:	Student Support Services	**Department:**	Exceptional Children
Person Responsible:	Fonda Robinson, Senior Executive Director of Exceptional Children	**Feedback Requested From:**	

Strategic Plan Alignment: ALL AREAS

Previous Work Session (Y/N):	No	Date:
Previous Discussion and Action (Y/N):	No	Date:

Attachment(s):
202610 NC Disability History and Awareness Month.pdf

PURPOSE:

BACKGROUND:

FINANCIAL IMPACT:

PERSONNEL IMPACT:

SUGGESTED ACTION:

RESOLUTION:

NC Disability History and Awareness Month

School Board Resolution and Call to Action October 2026

Whereas, the North Carolina General Assembly passed Senate Bill 753 in 2007, designating October as Disability History and Awareness Month in North Carolina; and requiring local boards of education to provide instruction on disability history and awareness; and

Whereas, the Americans with Disabilities Act of 1990 was founded on four principles: inclusion, full participation, economic self-sufficiency, and equality of opportunity for all people with disabilities; and was enacted to end disability-based discrimination; and

Whereas, most families are likely to be affected by someone with some kind of disability; and

Whereas, to ensure the full inclusion of people with disabilities into society, it is necessary to expand the public's knowledge, awareness, and understanding of the history of disabilities, and the disability rights movement; and

Whereas, October is recognized nationally as Disability Employment Awareness Month; and

Whereas, designating Disability History and Awareness Month in North Carolina will increase public awareness and respect for people with disabilities who comprise a substantial percentage of North Carolina's population, teach future generations that people with disabilities have a rich history and have made valuable contributions throughout North Carolina and the United States, and ensure future generations understand that disability is a natural part of life and that people with disabilities have a right to be treated as individuals above all else; and

Whereas, in the 2026-2027 school year, Chapel Hill-Carrboro City Schools (CHCCS) is serving approximately 1,425 students with disabilities under the Individuals with Disabilities Education Act; and

Whereas, CHCCS teachers, related service providers, and staff are working collaboratively using effective teaching approaches and related educational intervention strategies to support the unique learning needs of all students with disabilities; and

Whereas, in CHCCS, approximately 94% of students with disabilities spend their time in the general education setting where inclusive practices are promoted; and less than 6% of all students with disabilities receive services on alternate standards; and

Whereas all CHCCS students with disabilities need, deserve, and have the potential to excel by receiving support, understanding, acceptance, and meaningful inclusion in the life of their school community.

Now, therefore, be it Resolved, that CHCCS supports and promotes the interests of all students with disabilities at all times, and further supports Disability History and Awareness Month to increase appreciation, respect, and inclusion for people with disabilities; and be it

Resolved Further, that CHCCS school Principals, administrators, and educators are encouraged through education and other appropriate activities, programs, and events, to promote and highlight Disability History and Awareness Month in the State of North Carolina, as well as the value that people with disabilities bring to their specific schools and communities.

Adopted this 1st day of October 2026.

_____

Riza Jenkins
Chair, Board of Education
Chapel Hill-Carrboro City Schools

_____

Dr. Rodney N. Trice
Superintendent
Chapel Hill-Carrboro City Schools

Board of Education Agenda Abstract

Meeting Date: October 1, 2026
Agenda Type: Return to Open Session

Subject: Resolution Regarding the Impact of the 2026 Constitutional Amendments on Chapel Hill-Carrboro City Schools

Division:	Board of Education	**Department:**	Superintendent's Office
Person Responsible:	Riza Jenkins	**Feedback Requested From:**	

Strategic Plan Alignment: ALL AREAS

Previous Work Session (Y/N):	No	Date:
Previous Discussion and Action (Y/N):	No	Date:

Attachment(s):
Resolution Regarding the Impact of the 2026 Constitutional Amendments.pdf

PURPOSE:

BACKGROUND:

FINANCIAL IMPACT:

PERSONNEL IMPACT:

SUGGESTED ACTION:

RESOLUTION:

Resolution Regarding the Impact of the 2026 Constitutional Amendments on Chapel Hill-Carrboro City Schools

Whereas, on November 3, 2026, at early voting, North Carolina voters will consider amendments to the state's constitution that would affect state and local revenue authority; and

Whereas, constitutional amendments are more difficult to change than ordinary laws, and require three-fifths support from both the NC House and NC Senate as well as a majority of voters; and

Whereas, tax rates and fiscal policies should remain flexible in order to address urgent local and state needs and therefore should be governed by legislation rather than constitutional amendments; and

Whereas, the proposed income tax amendment would reduce the maximum personal income tax rate from 7% to 3.5%, limiting the revenue options available to future elected leaders to fund essential services, including public education; and

Whereas, the proposed property tax amendment would require the state legislature to set limits on how much property tax revenue local governments may raise, reducing the ability of local leaders to respond to future revenue needs; and

Whereas, Orange County provides significant local funding for Chapel Hill-Carrboro City Schools, and limitations on the County's ability to increase property-tax levy revenue could reduce future fiscal flexibility to respond to enrollment needs, employee compensation, school facilities, student services, emergencies, and other educational priorities; and

Whereas, the Chapel Hill-Carrboro City Schools Board of Education has a responsibility to advocate for sufficient and sustainable resources for our schools and to raise concerns about measures that could limit the state and local fiscal flexibility needed to support students, educators, employees, schools, and families; and

Whereas, preserving state and local fiscal flexibility is important to the ability of state and local governments to respond to changing educational needs, economic conditions, emergencies, and future investments in students;

Therefore, be it resolved that the Board of Education opposes these amendments to North Carolina's Constitution and encourages voters to vote <u>against</u> both the income tax and property tax amendments.

Signed this ____ day of _____, 2026

_____	_____
Riza Jenkins Chair, Board of Education Chapel Hill-Carrboro City Schools	Dr. Rodney N. Trice Superintendent Chapel Hill-Carrboro City Schools

Board of Education Agenda Abstract

Meeting Date: October 1, 2026
Agenda Type: Consent

Subject: Recommendation for Approval of the Personnel Report for October 1, 2026

Division:	Human Resources	**Department:**	Human Resources
Person Responsible:	Dr. Ashauna Harris	**Feedback Requested From:**	Board of Education

Strategic Plan Alignment: Empowering, Equipping and Investing in Our People

Previous Work Session (Y/N):	No	Date:
Previous Discussion and Action (Y/N):	No	Date:

Attachment(s):

PURPOSE:
To request approval to hire new staff members in Chapel Hill-Carrboro City Schools to serve in our schools and school district and ensure the district's ability to provide high-quality education to all students. This report also reports any staffing changes within the district.

BACKGROUND:
N/A

FINANCIAL IMPACT:
The financial impact will be personnel costs associated with staffing changes (including hires and separations).

PERSONNEL IMPACT:
This personnel report outlines the impact of proposed staffing changes, including the addition of new employees, separations and role adjustments. These changes are necessary to continuously realign staffing with current needs as detailed in the report.

SUGGESTED ACTION: Seeking CHCCS Board of Education Approval of the Personnel Report for October 1, 2026

RESOLUTION: Seeking the CHCCS Board of Education Approval of the Personnel Report for October 1, 2026, as outlined above and detailed in this submission.

Board of Education Agenda Abstract

Meeting Date: October 1, 2026
Agenda Type: Consent

Subject: Recommendation for Approval of the Board of Education Meeting Minutes

Division:	Office of the Superintendent	**Department:**	Superintendent's Office
Person Responsible:	Tamara Holloway	**Feedback Requested From:**	

Strategic Plan Alignment: ALL AREAS

Previous Work Session (Y/N):	No	Date:
Previous Discussion and Action (Y/N):	No	Date:

Attachment(s):
9.17.26 BoE RM Minutes.pdf

PURPOSE:
This agenda item requests Board approval of the official minutes from previous Board of Education meeting. Approving the minutes confirms the record's accuracy and ensures formal documentation of Board proceedings as required by policy and law.

BACKGROUND:
In accordance with Board Policy 2330, *Board Meeting Minutes*, the Clerk to the Board prepares and presents minutes of each official meeting to the Board for review and approval. The minutes serve as the legal and historical record of the Board's actions, discussions, and decisions. Approval of these minutes confirms their accuracy and authorizes their inclusion in the district's official records.

FINANCIAL IMPACT:
N/A

PERSONNEL IMPACT:
N/A

SUGGESTED ACTION: Seeking CHCCS Board of Education Approval of the previous Board of Education Meeting Minutes

RESOLUTION: N/A

Board of Education
Regular Meeting
09/17/2026 6:00 PM
Lincoln Center

MEETING MINUTES

Attendees

Voting Members Present

Meredith Ballew
Vickie Feaster Fornville
Barbara Fedders, Vice Chair
Dr. George Griffin
Riza Jenkins, Chair
Melinda Manning

Nonvoting Members Present

Dr. Rodney Trice, Superintendent
Eva DuBuisson, Board Attorney
Tamara Holloway, Board Clerk

1. Call to Order

Chair Jenkins called the meeting to order at 6:01 p.m.

a. Approval of Agenda
Meredith Ballew moved to approve the agenda; it was seconded by Melinda Manning. The motion passed unanimously by voice consent.

b. Motion to Move into Closed Session
Upon motion by Barbara Fedders, seconded by Meredith Ballew, the Board voted 7–0 to enter closed session at 6:10 p.m.

2. Closed Session

To consider confidential personnel information protected under G.S. 115C-319; to consider confidential student information protected under the Family Educational Rights and Privacy Act (20 U.S.C. 1232g) and G.S. 115C-402; to consult with the Attorney to preserve attorney-client privileged information pursuant to G.S. 143-318.11(a)(3.

3. Return to Open Session

The Board returned to open session at 7:04 p.m.

a. Introduction of Administrative Appointments
The following administrators were introduced:
Dr. Kendra King, Dr. Carla Smith, Tim MacArthur, Ben Cawley, Alisha Schiltz, Evan Nelson, Rob Frescoln, Dr. Diego Mureño, Channing Bennett, Luke Paulsen, Nick Von Hoene, and Nichole Page

b. NCCAT 2027 Burroughs Wellcome Fund NC Career and Technical Education Teacher of the Year, Clare Matusevich, Chapel Hill High School
Clare Matusevich of Chapel Hill High School was recognized as the 2027 NCCAT Burroughs Wellcome Fund North Carolina Career and Technical Education Teacher of the Year. Recognition participants included Dr. Womble, NCCAT Executive Director;

Misty Wolfe of the North Carolina Department of Public Instruction; and John Kirkman, Executive Director of the North Carolina Association for Career and Technical Education.

4. Public Comments

The Board heard public comments from 7:29 pm – 8:56 pm from the following community members regarding various topics.

Name	CHCCS Affiliation	Topic
Rachel Rossi	Glenwood PTA President	Resources for Combining Glenwood & Rashkis
Stephanie Schwartz Allison Carsetto	Rashkis PTA Co VP Rashkis PTA Secretary	World Language
Alissa DiMarco	Parent	World Language
Haiqing Wu	Parent	World language program of Glenwood
Grace Wu	Parent	Glenwood WL Path
Genevieve Embree	Parent	World Language program decision
Mei-Yen Ireland	Parent	Glenwood world language decision
Emily Kreutzer	Parent	Glenwood WL
Michael Fisher	Parent	Glenwood World Language Program Survival
Sara Ewell	Parent	Magnet Programs
Devon H. O'Dell	Parent	Glenwood World Language Program
Alejandra Martínez Berdeja	Parent	Relocation of Glenwood Elementary
David Sims	Parent	Preserving STEAM2 and World Language
Vivian Sims	Student	World Language and STEAM2
Meg Beal	Parent	Scroggs and World Language program
Cheryl Molinatto	Parent	Mandarin WL Program Placement
Dr Sherika Hill	Community Member	Achievement Gap
Sheila Fleming	Employee	No to 2nd World Language at Scroggs
Rebeka Barringer	Community Member	No to 2nd World Lang. at Scroggs
Amanda Tripp	Employee	Board meeting agenda item about moving the magnet program
Sonja Nelson	Community Member	Mandarin Magnet
Niroshani Wariyapperuma	Employee	Glenwood Parent
Kenzie Patrick	Employee	Support for Dr. Trice's Recommendation Re: Mandarin Magnet
James Nohe	Employee	Support for Dr Trice's recommendation
Shawna Catlett	Employee	Mandarin World Language
Calvin Cheung-Miaw	Parent	World Language Mandarin
leah waldrop	Employee	Rashkis

Helen Sharma	Employee	Rashkis
John Baratta	Parent	Rashkis
Audrey Shen	Parent	STEAM2
Iris Vance	Parent	World Language and STEAM
Rupa Redding-Lallinger	Community Member	Achievement Gap
Thao Nguyen	Parent	World language program
Justin Byron	Parent	Glenwood STEAM2
Alice Whiteside	Parent	STEAM2
Bianca Allison	Parent	Glenwood
Molly Giacomelli	Parent	WL magnet
Noujoud Ouazzani	Teacher - Scroggs ES	World Language
Dahila Sheldon	Parent - Culbreth and Rashkis	School Closure | World Language
Anna dela Torre	Parent - Glenwood	Inclusion

5. Consent Agenda

a. Recommendation for Approval of the Personnel Report for September 17, 2026

Seeking CHCCS Board of Education Approval of the Personnel Report for September 17, 2026

- CHCCS Personnel Reports (PUBLIC COPY) - September 17, 2026.pdf

b.Recommendation for Approval of Board of Education Meeting Minutes

Seeking CHCCS Board of Education Approval of previous Board of Education Meeting Minutes

- 07.16.26 BoE RM Minutes.pdf
- 08.20.26 BoE RM Minutes.pdf
- 09.03.26 BoE WS Minutes.pdf

c. Recommendation for Approval of Second Reading of Policy 7130: Licensure

Seeking CHCCS Board of Education Approval of Second Reading of Policy 7130: Licensure

- Current Policy 7130
- Mark Up Policy 7130
- Clean Policy 7130

d. Recommendation for Approval of Second Reading for Policy Code: 3460 Graduation Requirements

Seeking Board of Education Approval of Second Reading for Policy Code: 3460 Graduation Requirements

- (Existing) Policy Code_ 3460 Graduation Requirements.docx.pdf
- (Aug. 2026) Abstract Policy Code_ 3460 Graduation Requirements (1).pdf
- (Clean) Policy Code_ 3460 Graduation Requirements.docx (2).pdf
- (Markup) Policy Code_ 3460 Graduation Requirements.docx (1).pdf

e. Recommendation of Approval of an Application to Release North Carolina Lottery Proceeds for Chapel Hill-Carrboro City Schools (CHCCS) in order to draw down funds from the North Carolina Department of Public Instruction.

Seeking CHCCS Board of Education approve, and authorize the Board Chair to sign the application for the NC Education Lottery Public School Building Repair & Renovation Fund proceeds.

- R & R Fund Culbreth Middle Roof Replacement Phase 1.pdf

f. Recommendation for Approval of Cumulative Vendor Payments and Encumbrances Over $50,000 for FYE 6/30/2027 as of the End of the Month, August, 2026

Seeking CHCCS Board of Education approval of the schedule of vendor payments and encumbrances over $50,000 for FYE 6/30/2027 as of August 31, 2026

- August Vendor Report.pdf

g.Recommendation for Approval of the Consolidated Programs Grant Application for 2026-2027.

Seeking CHCCS Board approval of the 2026–2027 Consolidated Programs Grant Application for Title I, Title II, Title III, and Title IV federal programs.

- Consolidated Title I-IV Grant Application Summary_2026-2027.pdf

h. Recommendation for Approval of Contract with McGraw Hill, Achieve 3000 with Boost

Seeking CHCCS Board of Education approval of a $30,313 contract with McGraw Hill with up to $5,000.00 additional funds for the purchase of additional Actively Learn licenses as needed based on increased student enrollment or a shift in the number of classrooms.

- 2026-2027 Contract Approval McGraw Hill Achieve3000 (Signed).pdf
- 2026-2027 Contract - McGraw Hill (Achieve 3000) pre-audited (Signed).pdf
- Quote McGraw Hill Achieve3000 2026-2027.pdf
- McGraw Hill Achieve3000 Sole Source Letter.pdf

i. Recommendation for Approval of an Increase in the Middle School Conference (OPAC) Admission Fees.

Seeking CHCCS Board of Education Approval of the fee increase for OPAC middle school athletic events.

6. Discussion and Action

a. Future of the Glenwood Elementary School Mandarin World Language Offering

Determine the future of the Glenwood Elementary School Mandarin World Language offering for the 2027–28 school year, including whether it will continue as a districtwide magnet program at Mary Scroggs Elementary School.

- Superintendent's Recommendation GES WL Placement 09.17.2026

Dr. Trice reviewed the history and structure of elementary world language offerings, community feedback, operational considerations, enrollment and student-assignment implications, and the time needed to design a sustainable magnet model. He recommended discontinuing the existing Mandarin World Language magnet structure, including current World Language students in the broader redistricting process, maintaining Scroggs Elementary School as a neighborhood school with its existing Spanish offering, and conducting a districtwide review of elementary world language offerings.

Board members discussed prior commitments to Glenwood families, the feasibility of maintaining a portion of the program, operational and capacity effects at Rashkis, the Board's policy role, and the need to support affected students and staff.

Ms. Fedders moved that current Glenwood fourth-grade World Language students be permitted to transfer to Rashkis Elementary School for fifth grade and receive a Mandarin World Language elective, and that currently enrolled Glenwood World Language students who are siblings of

students entering the Rashkis Mandarin Dual Language program be permitted to transfer to Rashkis, join the general program, and receive Spanish as their world language. Ms. Manning seconded the motion. The motion carried.

Administration was directed to implement the approved transfer and language-offering provisions for the identified students for the 2027–2028 school year.

Ms. Fedders moved to rescind the designation of Scroggs Elementary School as the placeholder location for the Mandarin World Language program. Ms. Manning seconded the motion. The motion carried.

Following the recess, Ms. Fedders moved to discontinue the Mandarin World Language program in its existing form, subject to the exception approved in the preceding motion. Ms. Ballew seconded the motion.

The motion carried 5–1, with Ms. Manning opposed.

Staff was directed to close out the existing Mandarin World Language program while preserving the Board-approved exception for specified students.

The board went into recess at 10:05 p.m. to 10:15 p.m.

b. Recommendation for Approval of Board of Education's FY 2026-27 Budget Resolution

Seeking CHCCS Board of Education approval of the initial budget resolution for the Fiscal Year 2026-27.

- Update on the Board of Education's FY 2026-27 Budget Adoption .pptx (1).pdf
- Final FY2027 Adopted Budget Book.pdf
- FY 2027 Budget Resolution.pdf

Jonathan Scott, Chief Financial Officer, presented the final budget resolution. He reported that no changes had been made since the two prior budget presentations.

Ms. Fedders moved to approve the Board of Education’s Fiscal Year 2026–2027 Budget Resolution. Ms. Manning seconded the motion. The motion carried.

Finance staff was authorized to administer the adopted budget and return future budget amendments to the Board as required.

c. Recommendation for Approval of the Temporary Resolution to Excuse Student Absences Related to District Transportation Challenges, effective August 24, 2026

Seeking CHCCS Board of Education Approval of the Temporary Resolution to Excuse Student Absences Related to District Transportation Challenges, effective August 24, and such need should be communicated to the school-based social worker or school-based administration.

The Board considered a temporary resolution allowing absences, tardies, or other attendance disruptions caused by the district’s transportation challenges beginning August 24, 2026, to be excused. Families were to notify the school-based social worker or school administration. The relief would apply through the period designated by the Superintendent as the transportation emergency, and families could submit information during the 2026–2027 school year.

Chair Jenkins moved to approve the resolution as clarified. Ms. Ballew seconded the motion. The motion carried.

The Superintendent was authorized to determine when the unexpected transportation disruption period had ended and to notify the Board. Schools were to process qualifying attendance corrections submitted during the 2026–2027 school year.

d. Recommendation for Approval of the Process to Fill the CHCCS Board of Education Vacancy

Seeking CHCCS Board of Education approval to provide the Orange County Board of Elections with a list of applicants to confirm eligibility for the board vacancy.
Seeking CHCCS Board of Education approval of the process for board members to narrow the candidate pool for interviews to fill the board vacancy.

The Board reviewed a proposed process for considering the 53 applications received for the vacant Board seat. By consensus, Board members agreed to submit unranked lists of ten applicants by Monday, September 21. The ten applicants appearing most frequently across the lists would advance to public voting. During successive rounds, each Board member would have three votes; applicants receiving no votes would be removed until three applicants remained. The Board would then determine which candidates, if any, would be interviewed.

The Board agreed that no supplemental applicant materials would be accepted after the application deadline. Members would disclose potential conflicts consistent with their ethics obligations. The Board planned to develop common interview questions on September 23, conduct any interviews on September 24 beginning at 6:00 p.m., and make the appointment decision on September 24.

Board members were to submit ten unranked applicant names by September 21. The Chair and Clerk were to compile the results, verify candidate eligibility, publish the process with the meeting materials, and prepare the September 23 and 24 meetings.

7. Superintendent's Report | Information Item(s)

a. Update on the 2027-28 School Year Elementary Boundary Planning Process

- CHCCS Presentation 091726.pptx.pdf
- CHCCS Phase 3 Timeline.pdf
- 9.17.2026 SB Meeting_ Intentional Support Through Redistricting Overview.pdf

District staff and the North Carolina State University School and Community Assignment Planning team presented the boundary-planning framework, including historical review, Board and community priority assessments, community engagement, development of draft options, transition supports, and final Board action. The team stated that no boundary decisions had been made.

The proposed schedule called for a public hearing on January 7, 2027, and Board action on January 21, 2027. Staff referenced Policy 2020 regarding public hearings for major decisions. The Board agreed to add a January 7 meeting with a public hearing on redistricting. Board members also discussed using a future retreat to review lessons from the Glenwood process and the composition of the advisory committee.

Board members were to complete the boundary-priorities assessment. Staff was to add the January 7, 2027 meeting and public hearing to the Board calendar and continue community engagement and transition planning ahead of the January 21 decision.

8. Sharing

Board members reported on Finance, Facilities and Operations Committee work, the upcoming Student Success Committee discussion of first-year block-schedule data, Public School Foundation grants and student representation, affordable-housing initiatives, and the dedication of the resurfaced track at East Chapel Hill High School.

9. Closed Session if Needed

A second closed session was not held.

10. Adjourn

There being no further business, Chair Jenkins adjourned the meeting at 11:27 p.m.

Board of Education Agenda Abstract

Meeting Date: October 1, 2026
Agenda Type: Consent

Subject: Recommendation for Approval of First Reading of Policy 7130: Licensure

Division:	Human Resources Division	**Department:**	Human Resources
Person Responsible:	Katy Cobb, Director of Compensation and Compliance; Dr. Ashauna Harris, Chief Human Resources Officer	**Feedback Requested From:**	Board of Education

Strategic Plan Alignment: Empowering, Equipping and Investing in Our People

Previous Work Session (Y/N):	No	Date:
Previous Discussion and Action (Y/N):	No	Date:

Attachment(s):
Current CHCCS Policy 7425
Mark Up CHCCS Policy 7425
Clean CHCCS Policy 7425

PURPOSE:
To secure approval from the Board of Education for revisions to policy 7425: School Administrator Contracts. Proposed revisions reflect formatting and organizational changes to mirror the North Carolina School Boards Association (NCSBA).

BACKGROUND:

This policy was last approved on October 15, 2016, to reflect changes approved by the State Board of Education; this was a technical maintenance update which revised legal references.

PROPOSED CHANGES:

- Policy 7425, Opening section: previous section A relocated to overview section in alignment with NCSBA policy language and policy organization
- Policy 7425, Section B retitled as A and updated language in alignment with NCSBA policy
- Policy 7425, Second C retitled as B and updated language in alignment with NCSBA policy
- Policy 7425, Section D retitled as C and updated language in alignment with NCSBA policy

- Policy 7425, Section D added as subsection in alignment with NCSBA policy; elimination of redundant language.
- Policy 7425, Section E: updated language for clarity in accordance with our current practice for contract issuance
- Policy 7425, Legal References: addition of G.S. 115C-270.21, removal of 115C-284c in alignment with NCSBA legal references

FINANCIAL IMPACT:
None

PERSONNEL IMPACT:
None

SUGGESTED ACTION: Seeking CHCCS Board of Education Approval of First Reading of Policy 7130: Licensure

RESOLUTION: Seeking CHCCS Board of Education Approval of First Reading of Policy 7425: School Administrator Contracts

Policy Code: 7425 School Administrator Contracts

The board recognizes that an effective staff is critical to the smooth operations of the school district and to creating a learning environment in which students can succeed. The board further believes that students will not excel in performance unless those who most directly affect students, including school administrators, teachers and other licensed professionals, excel in their performance.

A. EMPLOYEES ELIGIBLE FOR SCHOOL ADMINISTRATOR CONTRACTS

For purposes of this policy, the term "school administrator" is defined as a principal, assistant principal, supervisor or director whose major function includes the direct or indirect supervision of teaching or of any other part of the instructional program.

All persons employed as school administrators will be employed under school administrator contracts pursuant to G.S. 115C-287.1. The terms of employment for all newly-appointed administrators, regardless of any status to which they may be entitled in another school district, will be governed by school administrator contracts. This policy will not change the status of any administrators who achieved career status in an administrative position within this school district by June 30, 1997. An administrator who achieved career status in that position prior to June 30, 1997 may elect to enter into a contract with the board by relinquishing career status.

B. STANDARDS FOR AWARDING SCHOOL ADMINISTRATOR CONTRACTS

School administrator contracts should be granted, extended or renewed only with individuals of proven ability who strive for excellence. School administrators should create an effective learning environment, effectively supervise and mentor staff, promote student learning, provide for a safe school environment, and enforce student discipline. The superintendent is expected to be able to substantiate any recommendation for granting a new contract, extending a current contract or renewing a contract with evaluation data, as described in board policy 7810, Evaluation of Licensed Employees, or in regard to applicants, with data from the selection process as provided in board policy 7100, Recruitment and Selection of Personnel. If the board is not satisfied that an applicant or employee has met the standards established by the board, employment will be denied, following statutorily prescribed procedures and other applicable legal requirements (see links to policies and statutes at the bottom of this policy).

C. LENGTH OF TERM OF ADMINISTRATIVE CONTRACTS

1. Initial Contracts

Initial contracts between a school administrator and the board will be for a term of two to four years. Four-year initial contracts will be granted only to exemplary school administrators. Absent unusual circumstances, two-year initial contracts will be granted for individuals who do not have experience as school administrators. In addition, one-year contracts may be granted to individuals who hold a provisional assistant principal's license.

2. Subsequent Contracts

Subsequent contracts between a principal or assistant principal and the board will be granted for a term of four years.

The provisions of the contract may be modified during the contract by the mutual consent of the administrator and the Chapel Hill-Carrboro City Board of Education. All administrators employed by contract will be subject to the Reduction in Force (RIF) Policy outlined in policy 7920 (Professional Personnel Reduction in Force).

D. EXPECTATIONS FOR EMPLOYEES AWARDED SCHOOL ADMINISTRATOR CONTRACTS

An employee who has a school administrator contract with the school district is expected to continue to strive for excellence, meet all performance standards established by the board, and pursue professional development as provided in board policy 1610/7800. Any employee who is unable or unwilling to meet reasonable standards of the board may be subject to demotion or dismissal, as provided in board policy 7930 and in accordance with statutorily prescribed procedures.

Procedure for new, renewed, or extended contracts

1. Decisions of the superintendent and board with regard to recommendations and offers and decisions not to recommend or offer new, renewed, or extended contracts will be made in accordance with G.S. 115C-287.1

2. If the superintendent decides not to recommend that the board offer a school administrator a new, renewed, or extended contract, the employee has all procedural rights accorded by G.S. 115C-287.1.

3. In considering a recommendation of the superintendent to offer a school administrator a new, renewed, or extended contract, the board may review any information that was in the employee's personnel file at the time of the

superintendent's recommendation. If the board determines that it needs additional information to reach a decision, the administrator will be notified of the board's concerns and of the additional information that it is considering and provide an opportunity for the employee to respond to the additional information.

During the term of the contract, dismissal or demotion must be in accordance with G.S. 115C-325.4 to -325.9, and as outlined in policy 7930 (Professional Employees: Demotion and Dismissal).

E. CONTRACT PROVISIONS

The contract provisions of all school administrator contracts will be determined by the superintendent or designee in consultation with the administrative candidate.

Contracts will contain the following levels of specificity:

Principals will receive contracts as principals of specific schools;

Assistant principals will receive contracts as elementary or secondary assistant principals, but the school will not be designated;

Central office administrators eligible for administrative term contracts will receive contracts as administrators but not for specific positions.

A basic contract for administrators will be drafted. All contracts will include a provision that allows administrators to be reassigned by the Superintendent to other duties and responsibilities during the term of the contract without a loss of salary. Other contract provisions may vary by agreement of the parties.

Legal References: G.S. 115C-36, -47(18), -284(c), -287.1, -289, -325.1 *et seq.*, *Tobe-Williams v. New Hanover Co. Bd. of Educ.,* 234 - N.C. App. 453, 759 S.E.2d 680 (2014)

Cross References: Recruitment and Selection of Personnel (policy 7100), Professional Development and Assistance (policy 1610/7800), Evaluation of Licensed Employees (policy 7810), Professional Employees: Demotion and Dismissal (policy 7930); Hearings Before the Board (policy 2500)

Adopted: 10/15/98

Revised: 1/27/12, 8/13/15, 10/5/16

7425

Policy Code: 7425 School Administrator Contracts

The board recognizes that an effective staff is critical to the smooth operations of the school district and to creating a learning environment in which students can succeed. The board further believes that students will not excel in performance unless those who most directly affect students, including school administrators, teachers and other licensed professionals, excel in their performance. For purposes of this policy, the term "school administrator" is defined as a principal, assistant principal, supervisor or director whose major function includes the direct or indirect supervision of teaching or of any other part of the instructional program.

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~~A. EMPLOYEES ELIGIBLE FOR SCHOOL ADMINISTRATOR CONTRACTS~~

A.~~B.~~ STANDARD~~S~~ FOR AWARDING SCHOOL ADMINISTRATOR CONTRACTS FOR INITIAL, EXTENDED, OR RENEWED CONTRACTS

School administrator contracts should be granted, extended or renewed only ~~with~~ for individuals of proven ability who strive for excellence. School administrators should create an effective learning environment, effectively supervise and mentor staff, promote student learning, provide for a safe school environment, and enforce student discipline. The superintendent is expected to be able to substantiate any recommendation for granting a new contract, extending a current contract or renewing a contract with evaluation data, as described in board policy 7810, Evaluation of Licensed Employees, or in regard to applicants, with data from the selection process as provided in board policy 7100, Recruitment and Selection of Personnel. If the board is not satisfied that an applicant or employee has met the standards established by the board, employment will be denied, following statutorily prescribed procedures and other applicable legal requirements ~~(see links to policies and statutes at the bottom of this policy)~~.

B. ~~C.~~ LENGTH OF TERM OF ADMINISTRATIVE CONTRACTS

1. Initial Contracts

Initial contracts between a school administrator and the board will be for a term of two to four years. Four-year initial contracts will be granted only to exemplary school administrators. Absent unusual circumstances, two-year initial contracts will be granted for individuals who do not have experience as school administrators. In addition, one-year contracts may be granted to individuals who hold a provisional assistant principal's license.

2. Subsequent Contracts

Subsequent contracts between a principal or assistant principal and the board will be granted for a term of four years.

The provisions of the contract may be modified during the contract by the mutual consent of the administrator and the Chapel Hill-Carrboro City Board of Education. All administrators employed by contract will be subject to the Reduction in Force (RIF) Policy outlined in policy 7920 (Professional Personnel Reduction in Force).

C. ~~D.~~ PERFORMANCE EXPECTATIONS FOR EMPLOYEES AWARDED SCHOOL ADMINISTRATOR CONTRACTS

An employee who has a school administrator contract with the school district is expected to continue to strive for excellence, meet all performance standards established by the board, and pursue professional development as provided in board policy 1610/7800, Professional and Staff Development. Any employee who is unable or unwilling to meet reasonable standards of the board may be subject to demotion or dismissal, as provided in board policy 7930, Professional Employees: Demotion and Dismissal, and in accordance with statutorily prescribed procedures.

D. PROCEDURE FOR NEW, RENEWED, OR EXTENDED CONTRACTS

1. Decisions of the superintendent and board with regard to recommendations and offers and decisions not to recommend or offer new, renewed, or extended contracts will be made in accordance with G.S. 115C-287.1

2. If the superintendent decides not to recommend that the board offer a school administrator a new, renewed, or extended contract, the employee has all procedural rights accorded by G.S. 115C-287.1.

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information that was in the employee's personnel file at the time of the superintendent's recommendation. If the board determines that it needs additional information to reach a decision, the administrator will be notified of the board's concerns and of the additional information that it is considering and provide an opportunity for the employee to respond to the additional information.

~~During the term of the contract, dismissal or demotion must be in accordance with G.S. 115C-325.4 to -325.9, and as outlined in policy 7930 (Professional Employees: Demotion and Dismissal).~~

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Legal References: G.S. 115C-36, -47(18), -270.20(b), ~~-284(c)~~, -287.1, -289, -325.1 *et seq., Tobe-Williams v. New Hanover Co. Bd. of Educ.,* 234 - N.C. App. 453, 759 S.E.2d 680 (2014)

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Adopted: 10/15/98

Revised: 1/27/12, 8/13/15, 10/5/16

Chapel Hill-Carrboro Schools

7425

Policy Code: 7425 School Administrator Contracts

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Adopted: 10/15/98

Revised: 1/27/12, 8/13/15, 10/5/16

Board of Education Agenda Abstract

Meeting Date: October 1, 2026
Agenda Type: Consent

Subject: Recommendation for Approval of Policy Reviews - No Changes.

Division:	Student Support Services	**Department:**	Student Services Division
Person Responsible:	Brandy Reeves; Chief of Student Support Services	**Feedback Requested From:**	Policy Committee

Strategic Plan Alignment: Equitable and Transparent Fiscal Stewardship and Operations

Previous Work Session (Y/N):	No	Date:
Previous Discussion and Action (Y/N):	No	Date:

Attachment(s):

PURPOSE:

The following Policies were internally reviewed at the September 15th, 2026 Policy Committee Meeting and were found to need no substantive changes:

- 5120 Relationship with Law Enforcement
- 6225 Free and Reduced Price Meal Services
- 6540 Hazardous Materials
- 6510 Organization of Equipment, Materials and Supplies Services
- 7120 Employee Health Certificate
- 7405 Extracurricular and Non-Instructional Duties

BACKGROUND:

During the February 17, 2026 Policy Committee meeting, the administration provided an overview of policies for review and identified several policies for which no changes were recommended. When a policy has been reviewed a content specialist, or a member of our district leadership team, has reviewed the policy to ensure it is in keeping with our current practice. This item affirms the importance of documenting that these policies have undergone administrative and Committee review, even when no modifications are proposed, in order to maintain transparency and integrity within the Board's governance process.

At the March 19th, 2026 Board of Education Meeting, the procedural guidance for recording such reviews in meeting minutes and for routing policies on future Board agendas was approved.

Policies reviewed with no recommended revisions will be recorded as reviewed with no changes and placed on the Board agenda as Consent Items (Policy Review – No Changes). Policies reflecting updates from the North Carolina School Boards Association or requiring formal adoption will continue to be presented as Action Items.

FINANCIAL IMPACT:
none

PERSONNEL IMPACT:
none

SUGGESTED ACTION: Seeking CHCCS Board of Education Approval of Policy Reviews - No Changes.

RESOLUTION: Be it, therefore, resolved that the CHCCS Board of Education approves the Policy Review - No Changes. These items will reflect reviewed and updated to reflect (reviewed and this board date) upon first reading.

Board of Education Agenda Abstract

Meeting Date: October 1, 2026
Agenda Type: Consent

Subject: Recommendation for Approval of First Reading for Revisions to Policy 1100, Governing Principles; Policy 2020, The Board's Decision-Making Process; Policy 3010, Equality of Educational Opportunities and Access to Curriculum; Policy 3100, Curriculum Development, Delivery, Monitoring, and Evaluation; Policy 3115, Curriculum and Instruction Guides; Policy 3130, Grouping for Instruction; Policy 3531, Character Education; and Policy 6560, Disposal of Surplus Property in coordination with SB 227

Division:	ISD	**Department:**	Instructional Services Division
Person Responsible:	Dr. Robert Bales, Chief Academic Officer	**Feedback Requested From:**	Policy Committee

Strategic Plan Alignment: Instructional Excellence: Preparing Students for Life

Previous Work Session (Y/N): Date:
Previous Discussion and Action (Y/N): Date:

Attachment(s):
Policy Changes.pdf

PURPOSE:
The purpose of this agenda item is to present proposed revisions to eight Board policies for the Policy Committee's review and consideration. The revisions are intended to align policy language with current law and district practices while maintaining the district's focus on student access, opportunity, academic success, and nondiscrimination.

BACKGROUND:

Recent changes in North Carolina law, including Senate Bill 227, prompted the administration to review existing Board policies for language that may require clarification or revision. Through this review, the administration identified nine policies for updates to improve legal alignment, reflect current district structures and position responsibilities, update outdated references, and clarify expectations related to educational access, curriculum, instructional practices, character education, school assignment, and district operations. The revisions preserve the district's commitment to providing all students with access to rigorous learning opportunities, appropriate academic support, respectful learning environments, and instruction responsive to their educational needs.

PROPOSED CHANGES:

- **Policy 1100, Governing Principles:** Revises language related to institutional barriers, social justice, and cultural competencies s. The revision also removes the requirement to utilize the Racial Equity Impact Assessment.
- **Policy 2020, The Board's Decision-Making Process:** Removes the Equity Advisory Committee from the list of groups that may provide input into Board decision-making to reflect current district structures and practices.
- **Policy 3010, Equality of Educational Opportunities and Access to Curriculum:** Revises language related to anti-racism and social justice. It also clarifies that access to special academic programs should be supported through lawful, nondiscriminatory strategies rather than demographic representation targets and revises resource-allocation language to focus on identified academic needs.
- **Policy 3100, Curriculum Development, Delivery, Monitoring, and Evaluation:** Revises language related to racial equity and social justice.
- **Policy 3115, Curriculum and Instruction Guides:** Updates language related to diversity, equity, and inclusion to focus on representation, relevance, varied perspectives and experiences, accessibility, diverse student needs, and compliance with applicable state and federal law.
- **Policy 3130, Grouping for Instruction:** Clarifies that instructional grouping practices should promote equitable access to instructional opportunities and that grouping decisions and reviews should be based on students' academic and instructional needs while avoiding unnecessary barriers to rigorous learning opportunities.
- **Policy 3531, Character Education:** Revises language related to opposing racism to more broadly address racism and other forms of discrimination, updates references to the district's current Access and Opportunity teams, clarifies their role in supporting character education, and updates outdated statutory references.
- **Policy 6560, Disposal of Surplus Property:** Replaces an outdated position title with a role-based reference to the leader of the Instructional Services Department, allowing the policy to remain current if organizational titles change in the future.

FINANCIAL IMPACT:
N/A

PERSONNEL IMPACT:
N/A

SUGGESTED ACTION: Seeking CHCCS Board of Education Approval of the First Reading of Revisions to Policy 1100, Governing Principles; Policy 2020, The Board's Decision-Making Process; Policy 3010, Equality of Educational Opportunities and Access to Curriculum; Policy 3100, Curriculum Development, Delivery, Monitoring, and Evaluation; Policy 3115, Curriculum and Instruction Guides; Policy 3130, Grouping for Instruction; Policy 3531, Character Education; and Policy 6560, Disposal of Surplus Property in coordination with SB 227

RESOLUTION: Be it, therefore, resolved that the CHCCS Board of Education Approval of the first reading of Revisions to Policy 1100, Governing Principles; Policy 2020, The Board's Decision-Making Process; Policy 3010, Equality of Educational Opportunities and Access to Curriculum; Policy 3100, Curriculum Development, Delivery, Monitoring, and Evaluation; Policy 3115, Curriculum and Instruction Guides; Policy 3130, Grouping for Instruction; Policy 3531, Character Education; and Policy 6560,

Abstract Narrative

PURPOSE: The purpose of this agenda item is to present proposed revisions to nine Board policies for the Policy Committee's review and consideration. The revisions are intended to align policy language with current law and district practices while maintaining the district's focus on student access, opportunity, academic success, and nondiscrimination.

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- **Policy 3100, Curriculum Development, Delivery, Monitoring, and Evaluation:** Revises language related to racial equity and social justice.
- **Policy 3115, Curriculum and Instruction Guides:** Updates language related to diversity, equity, and inclusion to focus on representation, relevance, varied perspectives and experiences, accessibility, diverse student needs, and compliance with applicable state and federal law.
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- **Policy 6560, Disposal of Surplus Property:** Replaces an outdated position title with a role-based reference to the leader of the Instructional Services Department, allowing the policy to remain current if organizational titles change in the future.

Policy 1100

Original
Mark Up
Clean

1100 - Current

Policy Code: 1100 Governing Principles

The mission of the Chapel Hill-Carrboro City Schools (CHCCS) is to enable all students to acquire through programs of excellence and fairness, the knowledge, skills and insights necessary to live rewarding, productive lives in an ever-changing society. Policies are the primary means by which the board expresses its vision for the school district. In formulating specific policies, the board is guided by its duties to provide students with the opportunity to receive a sound basic education as defined by the NC Supreme Court in *Leandro v. State*. It is further guided by governing principles it considers critical to providing a system of excellent schools where students can succeed. These governing principles are referenced frequently in the board policies and also are set out below.

Historic and persistent obstacles which perpetuate opportunity and achievement gaps for students exist in CHCCS. With this policy, the district commits to establishing a framework to dismantle these structural and persistent barriers. The goal is to eliminate the racial predictability of achievement and provide educational opportunities that result in equitable outcomes for all.

CHCCS believes that excellence requires a commitment to equity. By addressing practices, policies and institutional barriers, including institutional racism and privilege, the district strives to create a safe and inclusive environment.

CHCCS will proactively acknowledge and intentionally address racial, cultural, religious, ability, gender and any other biases to build institutional structures and practices that support the learning and achievement of all students.

CHCCS commits to:

1. Preparing all students to succeed in a multicultural, global society by providing equitable opportunities and multiple pathways that will build and honor the strengths of every student 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 major decisions in the educational process (reference Policy 2020).

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, opportunities and a restorative mindset 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. (See policy 2020)

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.

We further acknowledge and embrace our Non-Discrimination statement including all groups listed within that statement and prohibit discrimination, harassment, or bullying based on protected classifications that include, but are not limited to, the following: race, creed, color, national origin, gender, gender identity, class, socioeconomics, ethnicity, sexual orientation, cognitive/physical ability, neurodiversity, diverse language fluency, religion, status as an English Language Learner, marital status, pregnancy, parenthood, immigration status, genetic makeup, or any classification or characteristic protected by state or federal law or regulation, or by this policy.

Legal References: G.S. 115C-36, -47; *Leandro v State*, 346 NC 336 (1997)

Cross References: Policy 2020: The Board's Decision-Making Process

Adopted: 9/3/98

Revised: 12/7/15, 4/5/16, 11/7/19, 7/22/21

1100 - Mark up

Policy Code: 1100 Governing Principles

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CHCCS believes that excellence requires a commitment to equity. By addressing practices, policies and institutional barriers, ~~including institutional racism and privilege,~~ **that contribute to disparities in student access, opportunity, or achievement,** the district strives to create a safe and inclusive environment.

CHCCS will proactively acknowledge and intentionally address racial, cultural, religious, ability, gender and any other biases to build institutional structures and practices that support the learning and achievement of all students.

CHCCS commits to:

1. Preparing all students to succeed in a multicultural, global society by providing equitable opportunities and multiple pathways that will build and honor the strengths of every student and eliminate any and all disparities.

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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.~~ Recruit and retain highly qualified teachers, staff, and administrators based on job-related qualifications and competencies, including cultural competencies that support

effective instruction and respectful engagement with students and families from diverse backgrounds.

4. Providing all students with personalized strategies, resources, opportunities and a restorative mindset 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~~ cultural competencies that support effective instruction and respectful engagement with students and families from diverse backgrounds.

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. (See policy 2020)~~

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.

We further acknowledge and embrace our Non-Discrimination statement including all groups listed within that statement and prohibit discrimination, harassment, or bullying based on protected classifications that include, but are not limited to, the following: race, creed, color, national origin, gender, gender identity, class, socioeconomics, ethnicity, sexual orientation, cognitive/physical ability, neurodiversity, diverse language fluency, religion, status as an English Language Learner, marital status, pregnancy, parenthood, immigration status, genetic makeup, or any classification or characteristic protected by state or federal law or regulation, or by this policy.

Legal References: G.S. 115C-36, -47; *Leandro v State*, 346 NC 336 (1997)

Cross References: Policy 2020: The Board's Decision-Making Process

Adopted: 9/3/98

Revised: 12/7/15, 4/5/16, 11/7/19, 7/22/21

1100- Clean

Policy Code: 1100 Governing Principles

The mission of the Chapel Hill-Carrboro City Schools (CHCCS) is to enable all students to acquire through programs of excellence and fairness, the knowledge, skills and insights necessary to live rewarding, productive lives in an ever-changing society. Policies are the primary means by which the board expresses its vision for the school district. In formulating specific policies, the board is guided by its duties to provide students with the opportunity to receive a sound basic education as defined by the NC Supreme Court in *Leandro v. State*. It is further guided by governing principles it considers critical to providing a system of excellent schools where students can succeed. These governing principles are referenced frequently in the board policies and also are set out below.

Historic and persistent obstacles which perpetuate opportunity and achievement gaps for students exist in CHCCS. With this policy, the district commits to establishing a framework to dismantle these structural and persistent barriers through lawful, nondiscriminatory means. The goal is to provide educational opportunities that result in equitable outcomes for all.

CHCCS believes that excellence requires a commitment to equity. By addressing practices, policies and institutional barriers, that contribute to disparities in student access, opportunity, or achievement, the district strives to create a safe and inclusive environment.

CHCCS will proactively acknowledge and intentionally address racial, cultural, religious, ability, gender and any other biases to build institutional structures and practices that support the learning and achievement of all students.

CHCCS commits to:

1. Preparing all students to succeed in a multicultural, global society by providing equitable opportunities and multiple pathways that will build and honor the strengths of every student 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 major decisions in the educational process (reference Policy 2020).

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 highly qualified teachers, staff, and administrators based on job-related qualifications and competencies, including cultural competencies that support effective instruction and respectful engagement with students and families from diverse backgrounds.

4. Providing all students with personalized strategies, resources, opportunities and a restorative mindset 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 that support effective instruction and respectful engagement with students and families from diverse backgrounds.

6. Removing all barriers that exist within systems, outdated practices and policies that continue to hinder success for all students.

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.

We further acknowledge and embrace our Non-Discrimination statement including all groups listed within that statement and prohibit discrimination, harassment, or bullying based on protected classifications that include, but are not limited to, the following: race, creed, color, national origin, gender, gender identity, class, socioeconomics, ethnicity, sexual orientation, cognitive/physical ability, neurodiversity, diverse language fluency, religion, status as an English Language Learner, marital status, pregnancy, parenthood, immigration status, genetic makeup, or any classification or characteristic protected by state or federal law or regulation, or by this policy.

Legal References: G.S. 115C-36, -47; *Leandro v State*, 346 NC 336 (1997)

Cross References: Policy 2020: The Board's Decision-Making Process

Adopted: 9/3/98

Revised: 12/7/15, 4/5/16, 11/7/19, 7/22/21

Policy 2020

Original
Mark Up
Clean

2020 Current

Policy Code: 2020 The Board's Decision-Making Process

The board believes that decisions are made best when there is a decision-making process that provides ample opportunity for stakeholders to provide input and comments before the board on major decisions. Major decisions, such as policy, budget, redistricting/student assignment, and school level configuration, must be made at the board level upon receiving recommendations from the superintendent. The board relies on the superintendent and his or her administrative staff to structure a decision-making process that results in the formulation of recommendations based upon the staff's and stakeholders' expertise and insights.

The board expects that many decisions will be made at the site level, either by the principal and/or his or her staff or with input from the School Improvement Team (SIT).

The board expects the following steps to be followed, whenever feasible, for major decisions coming before the board:

1. The superintendent or designee will charge an administrator or chair of an advisory committee to develop a report and recommendations for the superintendent's consideration on a major issue that will require the approval of the board.

2. The administrator or committee chair will propose a process to be followed to complete the assignment, including who should be involved in the completion of the study and the preparation of the recommendation or report, who should be consulted during the process, who may review the report after it is prepared (see no. 4 below), what the timeline is, how the superintendent will be kept informed, and what resources will be required. The superintendent will review and approve the agreed upon process.

3. A committee will be convened to prepare a report. The report and recommendations will be prepared and submitted to the superintendent. The committee's major work is complete at this point. It may continue to be involved in the process when its report is shared with the groups identified in No. 4 below or if the superintendent requests that the committee be reconvened.

4. The superintendent or designee will distribute the report and committee recommendations to whichever of the following bodies would be appropriate and will

request their feedback. Adequate lead time, preferably six to eight weeks, should be provided whenever feasible.

- School Board
- Board Attorney
- Instructional Services Division
- Student Services Division
- Support Services Division
- District Leadership Team (DLT)
- Equity Advisory Committee (EAC)
- Superintendent's Teacher Advisory Committee (STAC)
- Teacher Organization Representatives
- School Improvement Teams (SITs)
- Superintendent's High School Student Advisory Committee (HSSAC)
- Student Governments
- School Faculties
- PTA Council
- Governmental bodies
- Community groups or outside organizations, such as, but not limited to, NAACP and faith-based institutions.
- SNAC
- Other relevant organizations

5. The plan will be widely publicized electronically on the district's website and electronically through local and social media. Public forums may be held and opportunities for soliciting feedback from individual stakeholders should be provided, when warranted.

6. The superintendent or designee will develop a recommendation in the form a resolution, based upon the original report and any feedback received from constituent groups or individuals. The original report and written feedback will be appended to the administration's recommendation. Alternative resolutions that were considered, but not recommended, by the administration, may be included as options for the Board's consideration when appropriate.

7. The superintendent's cabinet will review this report and accompanying recommendations and give feedback. The superintendent will then provide final approval for recommendations to be submitted to the board.

8. The report and recommendations will be submitted to the board on work session and simultaneously shared with the original advisory committee.

9. The board will discuss the item in work session and give additional direction as necessary to the superintendent to develop a final resolution for the Board's consideration. The advisory committee will be invited to this meeting and, as requested by the superintendent, will participate in the presentation of the committee's work.

10. The board may choose to hold a public hearing before taking final action.

11. The recommendation, in the form of a resolution, will be brought back to the board on Discussion and Action for further consideration and approval.

Adopted: 2/5/04

Revised: 12/5/19

2020 Mark up

Policy Code: 2020 The Board's Decision-Making Process

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Adopted: 2/5/04

Revised: 12/5/19

2020 Clean

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10. The board may choose to hold a public hearing before taking final action.

11. The recommendation, in the form of a resolution, will be brought back to the board on Discussion and Action for further consideration and approval.

Adopted: 2/5/04

Revised: 12/5/19

Policy 3010

Original
Mark Up
Clean

3010 Current

Policy Code: 3010 Equality of Educational Opportunities and Access to Curriculum

The Board is committed to ensuring that each student within our educational community receives a quality education, regardless of the specific school they attend. We firmly believe that the right to a quality education is universal and should be accessible to all students, irrespective of their geographical location or school assignment. To this end, the Board aims to create an educational landscape that offers equitable opportunities and resources to every student.

Furthermore, we are equally committed to fostering socio-economic balance within each student body. Recognizing that socioeconomic disparities can significantly impact educational outcomes, we create inclusive and diverse learning environments where students from various socioeconomic backgrounds can learn, grow, and thrive together. By promoting socio-economic balance, we aim to reduce opportunity gaps and ensure that all students have an equal chance to excel academically.

In addition, the Board is dedicated to cultivating diverse instructional personnel that reflect the rich tapestry of our student population. We recognize that a diverse teaching staff brings a wealth of perspectives and experiences that can enhance the educational experience for all students. Therefore, we are actively working to recruit, retain, and support educators from diverse backgrounds, ensuring that our students benefit from a well-rounded and inclusive educational journey.

Definition and Goals of Educational Equity

The school board is dedicated to the principles of educational equity, which we define as eliminating the predictability of achievement based on social and cultural factors such as race, language proficiency, family income, and special education status. The Board commits to providing every student with fair and just opportunities, resources, and support to reach their highest potential. We firmly believe in cultivating a learning environment that embraces diversity, fosters inclusivity, advances anti-racism, and promotes social justice action.

In line with our commitment to educational equity, our district has established comprehensive goals to ensure that all students have an equitable educational experience. These goals encompass several key areas:

Eliminating Opportunity Gaps:

? Identifying and addressing opportunity gaps based on factors such as race, language proficiency, family income, and special education status by providing targeted support and interventions to close these gaps and ensure all students achieve at their highest levels and that every child has access to a high-quality education program.

Promoting Diversity:

? Enhance diversity among both our student body and instructional staff by promoting diverse perspectives and backgrounds that enrich the educational experience and preparation of students for success in an interconnected world.

Culturally Responsive Curriculum:

? Developing a curriculum that is culturally responsive and reflective of the diverse experiences and backgrounds of students by implementing a curriculum that fosters a sense of belonging and ensures that all students can see themselves represented in their education.

Equitable Access:

? Providing equitable access to advanced programs, resources, and opportunities for every student, including addressing barriers to access by providing the necessary support to ensure that all students can participate fully in educational offerings.

Social and Emotional Support:

? Providing comprehensive support systems that address the unique needs of each student by creating a nurturing and inclusive school environment.

In pursuit of these goals, the Board is committed to ongoing assessment, collaboration with stakeholders, and continuous improvement. We believe that by embracing these principles and striving for these goals, we can create a learning community that exemplifies the values of equity, diversity, and inclusion, enriching the lives and futures of all our students.

Equal and Equitable Access to Educational Opportunities

The Board believes every student has the potential to excel academically, and it is the district's responsibility to provide the necessary support and resources, including equitable access to facilities, quality faculty and staff, and a challenging, diverse, culturally relevant, standards-aligned curriculum.

This commitment promotes academic success for all students, regardless of their race, special education status, language proficiency, family income, or any other factors.

Because the school board is dedicated to advancing equity and inclusion, it mandates that all special academic programs incorporate measures to ensure that student representation by gender and ethnicity aligns with their presence in the general population. This directive aims to foster equitable access, opportunities, and a richer, more diverse learning environment for all students.

The superintendent will monitor the criteria for participation in courses and programs to ensure equal access. The superintendent will review eligibility criteria for enrollment in courses required for graduation, honors, and AP courses at the middle and high school levels and for academically gifted programs at the elementary school and middle school levels to ensure that unnecessary requirements are removed.

Equal and Equitable Access to Support

The Board is committed to ensuring that all students have equal access to on-grade-level, rigorous, and meaningful content in their education. We recognize that learning gaps may exist, and we are equally committed to providing tailored scaffolding and support, such as additional tutoring, personalized learning plans, and targeted interventions, to address these gaps effectively, thereby assuring academic success for every student.

Schools and the district will provide reasonable academic support necessary for all students to be successful in their coursework. Schools and the district will develop effective methods of informing all parents/guardians about Advanced Placement and Honors courses and their prerequisites. Programs targeting students of color or programs with high concentrations of students of color will be provided with appropriate and sufficient resources to ensure high quality.

Educational programs will be based upon the educational goals and objectives of the Board. Implementation of specific plans for achieving these goals and objectives is the responsibility of individual school communities working under the general supervision and direction of the school district's administrative personnel, School Improvement Teams, and school leadership teams.

Students will be informed about opportunities to accelerate the completion of graduation requirements and early college entrance opportunities.

Legal References: G.S. 115C-36, -47, -81

Cross References: Goals of the Educational Program (Policy 3000), Curriculum Development (Policy 3100), School Assignment (Policy 4150)

Adopted:

Revised: 6/6/02, 9/3/08, 2/15/2024

3010 Mark up

Policy Code: 3010 Equality of Educational Opportunities and Access to Curriculum

The Board is committed to ensuring that each student within our educational community receives a quality education, regardless of the specific school they attend. We firmly believe that the right to a quality education is universal and should be accessible to all students, irrespective of their geographical location or school assignment. To this end, the Board aims to create an educational landscape that offers equitable opportunities and resources to every student.

Furthermore, we are equally committed to fostering socio-economic balance within each student body. Recognizing that socioeconomic disparities can significantly impact educational outcomes, we create inclusive and diverse learning environments where students from various socioeconomic backgrounds can learn, grow, and thrive together. By promoting socio-economic balance, we aim to reduce opportunity gaps and ensure that all students have an equal chance to excel academically.

In addition, the Board is dedicated to cultivating diverse instructional personnel that reflect the rich tapestry of our student population. We recognize that a diverse teaching staff brings a wealth of perspectives and experiences that can enhance the educational experience for all students. Therefore, we are actively working to recruit, retain, and support a diverse pool of qualified educators through lawful, nondiscriminatory efforts, ~~educators from diverse backgrounds,~~ ensuring that our students benefit from a well-rounded and inclusive educational journey.

Definition and Goals of Educational Equity

The school board is dedicated to the principles of educational equity, which we define as eliminating the predictability of achievement based on social and cultural factors such as, but not limited to socioeconomic status, race, language proficiency, family income, and special education status. The Board commits to providing every student with fair and just opportunities, resources, and support to reach their highest potential. We firmly believe in cultivating a learning environment that embraces diversity, fosters inclusivity, ~~advances anti-racism, and promotes social justice action~~ respects the dignity of every individual, encourages thoughtful engagement with differing perspectives, and promotes belonging for all students.

In line with our commitment to educational equity, our district has established comprehensive goals to ensure that all students have an equitable educational experience. These goals encompass several key areas:

Eliminating Opportunity Gaps:

? Identifying and addressing opportunity gaps ~~based on factors such as race, language proficiency, family income, and special education status~~ by providing targeted support and interventions to close these gaps and ensure all students achieve at their highest levels and that every child has access to a high-quality education program.

Promoting Diversity:

? Enhance diversity among both our student body and instructional staff by promoting diverse perspectives and backgrounds that enrich the educational experience and preparation of students for success in an interconnected world.

Culturally Responsive Curriculum:

? Developing a curriculum that is culturally responsive and reflective of the diverse experiences and backgrounds of students by implementing a curriculum that fosters a sense of belonging and ensures that all students can see themselves represented in their education.

Equitable Access:

? Providing equitable access to advanced programs, resources, and opportunities for every student, including addressing barriers to access by providing the necessary support to ensure that all students can participate fully in educational offerings.

Social and Emotional Support:

? Providing comprehensive support systems that address the unique needs of each student by creating a nurturing and inclusive school environment.

In pursuit of these goals, the Board is committed to ongoing assessment, collaboration with stakeholders, and continuous improvement. We believe that by embracing these principles and striving for these goals, we can create a learning community that exemplifies ~~the values of equity, diversity, and inclusion,~~ and enriches the lives and futures of all our students.

Equal and Equitable Access to Educational Opportunities

The Board believes every student has the potential to excel academically, and it is the district's responsibility to provide the necessary support and resources, including equitable access to facilities, quality faculty and staff, and a challenging, diverse, culturally relevant, standards-aligned curriculum.

This commitment promotes academic success for all students, regardless of their race, special education status, language proficiency, family income, or any other factors.

~~**Because the school board is dedicated to advancing equity and inclusion, it mandates that all special academic programs incorporate measures to ensure that student representation by gender and ethnicity aligns with their presence in the general**~~

~~**population. This directive aims to foster equitable access, opportunities, and a richer, more diverse learning environment for all students.**~~ **The board is committed to ensuring that all students have equitable access to special academic programs. The superintendent will regularly review participation data to identify potential barriers to access and will implement lawful, nondiscriminatory strategies to ensure that students are informed of and have meaningful opportunities to participate in these programs.**

The superintendent will monitor the criteria for participation in courses and programs to ensure equal access. The superintendent will review eligibility criteria for enrollment in courses required for graduation, honors, and AP courses at the middle and high school levels and for academically gifted programs at the elementary school and middle school levels to ensure that unnecessary requirements are removed.

Equal and Equitable Access to Support

The Board is committed to ensuring that all students have equal access to on-grade-level, rigorous, and meaningful content in their education. We recognize that learning gaps may exist, and we are equally committed to providing tailored scaffolding and support, such as additional tutoring, personalized learning plans, and targeted interventions, to address these gaps effectively, thereby assuring academic success for every student.

Schools and the district will provide reasonable academic support necessary for all students to be successful in their coursework. Schools and the district will develop effective methods of informing all parents/guardians about Advanced Placement and Honors courses and their prerequisites. ~~Programs targeting students of color or programs with high concentrations of students of color~~ **Schools and programs serving students with identified academic needs** will be provided with appropriate and sufficient resources to ensure high quality.

Educational programs will be based upon the educational goals and objectives of the Board. Implementation of specific plans for achieving these goals and objectives is the responsibility of individual school communities working under the general supervision and direction of the school district's administrative personnel, School Improvement Teams, and school leadership teams.

Students will be informed about opportunities to accelerate the completion of graduation requirements and early college entrance opportunities.

Legal References: G.S. 115C-36, -47, -81

Cross References: Goals of the Educational Program (Policy 3000), Curriculum Development (Policy 3100), School Assignment (Policy 4150)

Adopted:

Revised: 6/6/02, 9/3/08, 2/15/2024

3010 Clean

Policy Code: 3010 Equality of Educational Opportunities and Access to Curriculum

The Board is committed to ensuring that each student within our educational community receives a quality education, regardless of the specific school they attend. We firmly believe that the right to a quality education is universal and should be accessible to all students, irrespective of their geographical location or school assignment. To this end, the Board aims to create an educational landscape that offers equitable opportunities and resources to every student.

Furthermore, we are equally committed to fostering socio-economic balance within each student body. Recognizing that socioeconomic disparities can significantly impact educational outcomes, we create inclusive and diverse learning environments where students from various socioeconomic backgrounds can learn, grow, and thrive together. By promoting socio-economic balance, we aim to reduce opportunity gaps and ensure that all students have an equal chance to excel academically.

In addition, the Board is dedicated to cultivating diverse instructional personnel that reflect the rich tapestry of our student population. We recognize that a diverse teaching staff brings a wealth of perspectives and experiences that can enhance the educational experience for all students. Therefore, we are actively working to recruit and retain a diverse pool of qualified educators through lawful, nondiscriminatory efforts, ensuring that our students benefit from a well-rounded and inclusive educational journey.

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In line with our commitment to educational equity, our district has established comprehensive goals to ensure that all students have an equitable educational experience. These goals encompass several key areas:

Eliminating Opportunity Gaps:

? Identifying and addressing opportunity gaps by providing targeted support and interventions to close these gaps and ensure all students achieve at their highest levels and that every child has access to a high-quality education program.

Promoting Diversity:

? Enhance diversity among both our student body and instructional staff by promoting diverse perspectives and backgrounds that enrich the educational experience and preparation of students for success in an interconnected world.

Culturally Responsive Curriculum:

? Developing a curriculum that is culturally responsive and reflective of the diverse experiences and backgrounds of students by implementing a curriculum that fosters a sense of belonging and ensures that all students can see themselves represented in their education.

Equitable Access:

? Providing equitable access to advanced programs, resources, and opportunities for every student, including addressing barriers to access by providing the necessary support to ensure that all students can participate fully in educational offerings.

Social and Emotional Support:

? Providing comprehensive support systems that address the unique needs of each student by creating a nurturing and inclusive school environment.

In pursuit of these goals, the Board is committed to ongoing assessment, collaboration with stakeholders, and continuous improvement. We believe that by embracing these principles and striving for these goals, we can create a learning community that exemplifies and enriches the lives and futures of all our students.

Equal and Equitable Access to Educational Opportunities

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This commitment promotes academic success for all students, regardless of their race, special education status, language proficiency, family income, or any other factors.

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Legal References: G.S. 115C-36, -47, -81

Cross References: Goals of the Educational Program (Policy 3000), Curriculum Development (Policy 3100), School Assignment (Policy 4150)

Adopted:

Revised: 6/6/02, 9/3/08, 2/15/2024

Policy 3100

Original
Mark Up
Clean

3100 Current

Policy Code: 3100 Curriculum Development, Delivery, Monitoring, and Evaluation

Our district recognizes that curriculum serves as the foundational definition of what students should learn. We firmly affirm that student learning is the paramount objective in delivering our curriculum. Every facet of our educational endeavors is driven by the unwavering commitment to fostering student growth, development, and achievement. Our curriculum is thoughtfully designed to meet the diverse needs of our students and prepare them for lifelong success. We dedicate ourselves to ensuring that the curriculum aligns with educational standards, inspires curiosity, and equips students with the knowledge, skills, and experiences necessary for academic excellence and personal growth.

The Board recognizes that curriculum development must be an ongoing process in order to address the changing needs and diversity of all students and to fulfill the educational goals of the Board. The Board further recognizes that while educators must be responsible for developing the curriculum, parents/guardians, other governmental agencies, businesses, and members of the public have valuable insights into the type of curriculum needed.

It is the policy of our district that all personnel, including teachers, administrators, and support staff, are required to deliver the curriculum as approved by the board. This commitment to curriculum fidelity ensures that students receive a consistent and high-quality educational experience. By adhering to the approved curriculum, we maintain alignment with our educational goals, standards, and mission, ultimately promoting student learning and success.

Curriculum Approach

The Board directs the administration to implement a standards-based approach to curriculum development that ensures high-quality education for all students. In this approach, curricula are designed and structured around clear learning standards and objectives. These standards serve as the foundation upon which the instructional content and assessments are built. By adhering to standards, students are exposed to a consistent and comprehensive education that prepares them for success in their academic journeys and future endeavors.

Curriculum Development

Our school board recognizes that the design and development of the curriculum are fundamental processes that significantly impact the quality of classroom instruction. We firmly believe that a well-crafted curriculum serves as the cornerstone of effective teaching and learning.

In our commitment to educational excellence, we prioritize the meticulous design and continuous improvement of our curriculum. It is through this process that we define clear learning objectives, select relevant instructional materials, and align teaching strategies with educational standards. By focusing on curriculum development, we ensure that our students receive a comprehensive and rigorous education that prepares them for success.

Our board understands that the curriculum is not a static document but an evolving framework. We are dedicated to regular evaluation and enhancement to keep pace with changing educational needs and advancements. This ongoing commitment to curriculum development reflects the Board's unwavering dedication to providing our students with the highest quality classroom instruction, empowering them to achieve their full potential and thrive as productive citizens.

Curriculum will be developed to meet the requirements of the state and local boards. Current statewide instructional standards and any other legally required resources will provide the foundation for local curriculum development. All course offerings for which graduation credit may be received will be recommended by the Curriculum Management Team and approved by the Board of Education and will conform to the course requirements established by the Department of Public Instruction. The superintendent is responsible for establishing a Curriculum Management Team to facilitate curriculum planning, recommend course additions, deletions, and revisions, and advise curriculum writing and textbook adoption teams. The Curriculum Management Team will ensure that the curriculum is aligned with the current statewide instructional standards, articulated from grade to grade, and coordinated among schools. All participants in curriculum design and development will receive appropriate training.

The Curriculum and Instruction Management Plan will define the role of procedures for and designate appropriate participation in the curriculum design process. Appropriate participation includes teachers, administrators, central office staff, the community, parents/guardians, and experts.

Additionally, the Board recognizes the importance of deep alignment between curriculum development and high-stakes assessments. We believe that a well-designed curriculum should include a comprehensive alignment with the content, skills, and standards assessed

in high-stakes examinations. This alignment ensures that our students are well-prepared to excel in these assessments.

The Board directs the superintendent to ensure that the regular review and adjustment of curriculum materials and instructional strategies reflect the expectations of high-stakes assessments. By prioritizing this alignment, we aim to provide our students with the knowledge and skills necessary to excel academically and to foster a learning environment that promotes academic achievement.

Curriculum Delivery

Teachers play a pivotal role in the successful delivery of the standards-aligned curriculum that supports the overarching vision, mission, and expectations of our school district. To translate our educational goals into meaningful learning experiences for our students, teachers are expected to adhere to the following instructional model in response to student's needs, as evidenced in data from multiple assessment tools:

? Delivering instruction that aligns with state and national educational standards, ensuring that students meet grade-level expectations.

? Differentiating instruction recognizing and responding to the diverse learning needs of students, adapting teaching strategies to provide targeted support and challenge when needed.

? Administering assessments that align with the curriculum and standards, using data to guide instructional decisions and support student growth.

? Fostering an inclusive classroom environment that respects and values diversity, promoting racial equity, social justice action, and cultural humility and understanding.

? Engaging in ongoing professional development to stay current with best practices in education and enhance their teaching skills.

? Collaborating with colleagues, administrators, and other stakeholders to support a cohesive and effective educational community.

? Ensuring that learning objectives and language objectives are evident to students and that the students understand what they should be able to know and do.

? Implementing higher-order questioning that helps students see the “big picture” of the concept, knowledge, and skills being taught, as well as facilitating a deeper understanding of on-level content.

? Using small group activities, paired tasks, and cooperative learning strategies.

? Using sheltered strategies, such as SIOP, to provide English language learners and students with low vocabulary ranges access to the core curriculum and to support their academic English language development across all content areas.

? Engaging students in experimental inquiry, problem-solving, and investigation—all hands-on methods of applying or discovering new knowledge and concepts.

? Engaging students in metacognitive activities, whereby they analyze their own thought processes in approaching test questions, assignments, and new information.

? Using non-linguistic ways to support comprehension of, identification with, and retention of new concepts or knowledge, such as pictures, graphic organizers, and outlines.

? Tailoring instruction to the cultural, economic, and linguistic diversity present in every classroom, recognizing and valuing differences and similarities, and emphasizing the benefits of cultural and linguistic pluralism.

The Board mandates that the delivery of curriculum must consistently reflect on-grade-level content expectations across the district within a grade level or course. This commitment to uniformity ensures that all students receive an equitable educational experience, regardless of their school or classroom. By adhering to on-grade-level content, we create a cohesive and rigorous learning environment that aligns with educational standards and prepares students for academic success.

Moreover, this policy stipulates that the delivery of curriculum must be sequenced and spiraled from one grade level to the next in a consistent manner across the district. This approach ensures that students experience a logical progression of learning, building on foundational knowledge year after year. By maintaining curriculum coherence, we provide a strong educational foundation, foster skill mastery, and facilitate smooth transitions between grade levels. We believe that this consistency in curriculum sequencing and spiraling enhances student understanding, retention, and success, promoting academic excellence for all learners.

By fulfilling these responsibilities, teachers play a vital role in advancing our district's commitment to providing high-quality education and helping every student reach their full potential.

The administration will report to the Board annually, the status and effectiveness of curriculum delivery.

Curriculum Monitoring

The Board defines curriculum monitoring as a systematic and ongoing process of observing, assessing, and evaluating curriculum delivery in our schools. It involves the regular collection of data, feedback, and observations to gauge the extent to which:

1. the adopted written curriculum is being implemented in classrooms as intended,

2. teachers are supported in delivering high-quality instruction aligned with curriculum standards and objectives,

3. strengths, weaknesses, and inconsistencies in curriculum delivery and instructional strategies are identified and addressed, and

4. the district's professional development plan appropriately aligns with identified needs and areas of growth.

The following processes outline this district's approach to curriculum monitoring.

? Collection of Student Work: The collection of student work serves as a valuable source of evidence for curriculum monitoring. It provides insights into the extent to which students are engaging with curriculum materials and achieving learning objectives. Educators shall regularly collect samples of student work that demonstrate progress and achievement within the curriculum. These samples may include assignments, projects, assessments, and other relevant artifacts.

? Analysis of Classroom Walkthroughs Data: Classroom walkthroughs conducted by central office curricular personnel offer a firsthand perspective on curriculum delivery and instructional practices. This data provides valuable insights into the alignment of teaching with curriculum standards. Central office curricular personnel shall conduct routine classroom walkthroughs, focusing on curriculum implementation and instructional practices. Data gathered from these walkthroughs will be analyzed to assess curriculum delivery consistency and instructional effectiveness.

? Student Surveys: Student surveys provide a unique perspective on curriculum engagement and the learning experience. They offer students an opportunity to provide feedback on curriculum delivery and instructional effectiveness. Student surveys shall be administered periodically to gather feedback on curriculum relevance, interest, and clarity. The feedback received will be analyzed to identify areas for improvement in curriculum delivery.

? Analysis of Data from Common Assessments: Common assessments are a valuable tool for evaluating student progress and curriculum alignment. The analysis of assessment data informs decisions regarding curriculum effectiveness and improvement. Data from common assessments shall be regularly collected and analyzed to assess student performance against curriculum standards and objectives. The results will guide adjustments to curriculum materials and instructional strategies.

? School Leadership Monitoring Reports: Administrators in each school shall provide periodic reports detailing the status of curriculum delivery. These reports will include:

o An analysis of strengths, weaknesses, and inconsistencies in curriculum delivery.

o Identification of specific professional development needs based on data.

o Suggestions for curriculum revisions for the upcoming year linked to data findings.

Evaluation of the Curriculum

The superintendent will ensure that the methods for meeting curriculum objectives are regularly reviewed, updated, and evaluated for their effectiveness in support of evolving educational standards, research-based best practices, and the changing needs of our students. This dynamic approach ensures that our curriculum remains relevant, effective, and responsive to the diverse needs of our student population.

The Board also recognizes that internal and external curriculum audits may be beneficial. Evaluation will occur as specified in the Curriculum and Instruction Management Plan. The Instructional Services Division will keep an inventory of instructional programs and conduct evaluations to ensure effectiveness and facilitate quality control.

To ensure the continuous improvement of our curriculum at all grade levels and content areas, we established this policy, which outlines procedures for both formative and summative reviews of curriculum quality and effectiveness.

Procedures for Formative Review:

? Regular Assessment: Curriculum teams, composed of educators and administrators, will conduct ongoing assessments of curriculum materials, resources, and instructional strategies. These assessments will occur at least annually.

? Alignment with Standards: The formative review will evaluate the alignment of curriculum materials and teaching methods with state and national educational standards, ensuring that they meet the required learning objectives.

? Feedback and Input: Seek feedback and input from teachers, students, parents, and other stakeholders to identify strengths and areas for improvement in the curriculum.

? Professional Development: Provide professional development opportunities for educators to enhance their knowledge and skills related to curriculum design, delivery, and assessment.

? Continuous Improvement: Based on the formative reviews, curriculum teams will develop action plans for curriculum enhancements, modifications, and updates.

Procedures for Summative Review:

? Comprehensive Evaluation: The district will conduct a comprehensive summative evaluation of the curriculum materials, resources, and instructional strategies on a cyclical basis, typically every five years.

? External Review: The district may engage external experts, when necessary, to provide an objective assessment of curriculum quality and effectiveness.

? Data Analysis: Student performance data, including standardized test scores, formative assessments, and graduation rates, will be utilized to evaluate the curriculum's impact on student achievement.

? Alignment with Goals: Curriculum teams, as part of the summative review, will analyze curriculum guides to ensure alignment with the district's educational goals, vision, and mission as outlined in the board-adopted strategic plan.

? Report and Recommendations: Curriculum teams will present summative evaluation reports and recommendations to the Board for implementation consideration.

Modification of the Curriculum

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If a school wishes to add new courses, delete courses, or modify program components, it should submit its proposal to the Curriculum Management Team, which will review all such changes and make a recommendation to the superintendent for approval by the Board. The Curriculum Management Team will establish procedures for schools to modify instructional programs. Such procedures will be communicated to all schools by the leader of the curriculum and instruction department or a designee.

Legal References: G.S. 115C art.8 pt. 1; 115C-47; S.L. 2021-8, sec. 5.(a)

Cross References: Goals and Objectives of the Educational Program (Policy 3000), School Improvement Plan (Policy 3430)

Adopted:

Revised: 6/6/02, 7/17/14, 10/5/17, 2/17/22, 2/15/2024

3100 Mark up

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? Analysis of Classroom Walkthroughs Data: Classroom walkthroughs conducted by central office curricular personnel offer a firsthand perspective on curriculum delivery and instructional practices. This data provides valuable insights into the alignment of teaching with curriculum standards. Central office curricular personnel shall conduct routine classroom walkthroughs, focusing on curriculum implementation and instructional practices. Data gathered from these walkthroughs will be analyzed to assess curriculum delivery consistency and instructional effectiveness.

? Student Surveys: Student surveys provide a unique perspective on curriculum engagement and the learning experience. They offer students an opportunity to provide feedback on curriculum delivery and instructional effectiveness. Student surveys shall be administered periodically to gather feedback on curriculum relevance, interest, and clarity. The feedback received will be analyzed to identify areas for improvement in curriculum delivery.

? Analysis of Data from Common Assessments: Common assessments are a valuable tool for evaluating student progress and curriculum alignment. The analysis of assessment data informs decisions regarding curriculum effectiveness and improvement. Data from common assessments shall be regularly collected and analyzed to assess student performance against curriculum standards and objectives. The results will guide adjustments to curriculum materials and instructional strategies.

? School Leadership Monitoring Reports: Administrators in each school shall provide periodic reports detailing the status of curriculum delivery. These reports will include:

o An analysis of strengths, weaknesses, and inconsistencies in curriculum delivery.

o Identification of specific professional development needs based on data.

o Suggestions for curriculum revisions for the upcoming year linked to data findings.

Evaluation of the Curriculum

The superintendent will ensure that the methods for meeting curriculum objectives are regularly reviewed, updated, and evaluated for their effectiveness in support of evolving educational standards, research-based best practices, and the changing needs of our students. This dynamic approach ensures that our curriculum remains relevant, effective, and responsive to the diverse needs of our student population.

The Board also recognizes that internal and external curriculum audits may be beneficial. Evaluation will occur as specified in the Curriculum and Instruction Management Plan. The Instructional Services Division will keep an inventory of instructional programs and conduct evaluations to ensure effectiveness and facilitate quality control.

To ensure the continuous improvement of our curriculum at all grade levels and content areas, we established this policy, which outlines procedures for both formative and summative reviews of curriculum quality and effectiveness.

Procedures for Formative Review:

? Regular Assessment: Curriculum teams, composed of educators and administrators, will conduct ongoing assessments of curriculum materials, resources, and instructional strategies. These assessments will occur at least annually.

? Alignment with Standards: The formative review will evaluate the alignment of curriculum materials and teaching methods with state and national educational standards, ensuring that they meet the required learning objectives.

? Feedback and Input: Seek feedback and input from teachers, students, parents, and other stakeholders to identify strengths and areas for improvement in the curriculum.

? Professional Development: Provide professional development opportunities for educators to enhance their knowledge and skills related to curriculum design, delivery, and assessment.

? Continuous Improvement: Based on the formative reviews, curriculum teams will develop action plans for curriculum enhancements, modifications, and updates.

Procedures for Summative Review:

? Comprehensive Evaluation: The district will conduct a comprehensive summative evaluation of the curriculum materials, resources, and instructional strategies on a cyclical basis, typically every five years.

? External Review: The district may engage external experts, when necessary, to provide an objective assessment of curriculum quality and effectiveness.

? Data Analysis: Student performance data, including standardized test scores, formative assessments, and graduation rates, will be utilized to evaluate the curriculum's impact on student achievement.

? Alignment with Goals: Curriculum teams, as part of the summative review, will analyze curriculum guides to ensure alignment with the district's educational goals, vision, and mission as outlined in the board-adopted strategic plan.

? Report and Recommendations: Curriculum teams will present summative evaluation reports and recommendations to the Board for implementation consideration.

Modification of the Curriculum

The principal is the instructional leader of the school and is responsible for ensuring that the instructional program meets the needs of the students of the school. In consultation with

appropriate district curriculum and instruction staff, the program should reflect best practices and research in the field.

If a school wishes to add new courses, delete courses, or modify program components, it should submit its proposal to the Curriculum Management Team, which will review all such changes and make a recommendation to the superintendent for approval by the Board. The Curriculum Management Team will establish procedures for schools to modify instructional programs. Such procedures will be communicated to all schools by the leader of the curriculum and instruction department or a designee.

Legal References: G.S. 115C art.8 pt. 1; 115C-47; S.L. 2021-8, sec. 5.(a)

Cross References: Goals and Objectives of the Educational Program (Policy 3000), School Improvement Plan (Policy 3430)

Adopted:

Revised: 6/6/02, 7/17/14, 10/5/17, 2/17/22, 2/15/2024

Policy 3115

Original
Mark Up
Clean

3115 Current

Policy Code: 3115 Curriculum and Instruction Guides

The foundation of a robust educational system rests on a well-defined, written curriculum and a clear understanding of student learning. The purpose of a written curriculum is to delineate a structured framework that outlines the educational content, objectives, and instructional strategies intended to guide teaching and learning processes within schools. It serves as a roadmap for educators, providing a coherent plan that aligns with educational standards and the goals of the school district, thereby ensuring consistency and quality across all levels of instruction. Student learning, within this context, is defined as the acquisition of knowledge, skills, attitudes, and values, facilitated by the curriculum through various pedagogical approaches. It encompasses not only the cognitive development of students but also their emotional, social, and physical growth, aiming to prepare them for successful participation in society.

Curriculum and Instruction Guides: Alignment & Approval

Curriculum and Instruction Guides are the tangible representation of the district's educational objectives. These guides document the specific content, skills, and methodologies that form the cornerstone of the district's instructional approach, ensuring educators have a clear and comprehensive roadmap for delivering high-quality education.

To uphold the highest standards of educational excellence, it is imperative that the development and revision of Curriculum and Instruction Guides are aligned with the North Carolina Standard Course of Study, alongside the specific goals and objectives outlined in the local educational program (Policy 3000), as well as any additional objectives or subject matters sanctioned by the Board. This alignment ensures the district's commitment to providing educational content that is not only current but also impactful in fostering student learning and development.

A fundamental component of the district's approach to maintaining the integrity and relevance of educational offerings involves a comprehensive review and approval process for new or revised curriculum. Proposed curriculum shifts, whether new or revised, must be submitted to the Board for adoption before implementation in schools. Proposals must detail the curriculum's objectives, content, and proposed teaching strategies, demonstrating a clear alignment with the district's goals and the North Carolina Standard Course of Study.

Furthermore, the alignment of the curriculum with district expectations is of paramount importance and includes the seamless incorporation of educational technology, adherence to culturally responsive teaching practices, and the unwavering commitment to promoting student well-being in conjunction with academic success. Proposals for curriculum development or revision are therefore expected to provide a comprehensive outline of how the curriculum will not only adhere to statutory requirements but also significantly contribute to the district's mission, enhance student learning outcomes, and address students' diverse needs.

Curriculum and Instruction Guides: Requirements

To ensure that the Curriculum and Instruction Guides are aligned with the diverse educational needs of the community and maintain a high standards of excellence, the following requirements have been set forth:

1. **Content Definition, Sequencing, and Pacing**: The Curriculum and Instruction Guides must comprehensively define, sequence, and pace the educational content, including concepts, skills, knowledge, and vocabulary. It should provide a structured framework that guides educators through the effective delivery of curriculum content, ensuring that learning objectives are met in a logical and timely manner.

2. **Instructional Approach and Student Practice**: The Curriculum and Instruction Guides must offer detailed suggestions for how educators should present content and how students are expected to engage with, practice, and demonstrate their understanding of the material. These suggestions should be in harmony with the district's educational vision, promoting instructional practices that are engaging, equitable, and effective for all learners.

3. **Monitoring Progress**: A variety of measures for monitoring student progress must be included, reflecting the district's vision for assessing student learning. These measures should enable educators to track and respond to student progress effectively, facilitating targeted interventions and support where necessary.

4. **Scaffolds and Differentiation Supports**: The Curriculum and Instruction Guides should provide comprehensive scaffolds and supports to enable educators to differentiate instruction. This includes strategies and tools that accommodate diverse learning needs, ensuring that all students can access and engage with the curriculum content effectively.

5. **Flexibility in Pacing and Instruction**: While maintaining a commitment to on-grade-level learning, the Curriculum and Instruction Guides must allow for flexibility in pacing and instructional decision-making. This flexibility enables educators to tailor

instruction to the unique needs, interests, and backgrounds of their students, fostering a more personalized and responsive learning environment.

6. **Support for Specific Student Groups**: The Curriculum and Instruction Guides must integrate strategies and activities designed to support the needs of specific student groups, including but not limited to students with disabilities, English language learners, and gifted students. These supports should be woven into the fabric of the curriculum, ensuring that all students have equitable opportunities to succeed.

7. **User-Friendliness and Accessibility**: The Curriculum and Instruction Guides must be user-friendly and electronically accessible to educators, students, and families, promoting widespread use and engagement.

8. **Support for In-person and Virtual Learning**: The Curriculum and Instruction Guides must outline strategies and resources that support effective learning in both in-person and virtual formats. This dual approach ensures that students can continue to learn effectively, regardless of the instructional setting, and that educators have the tools necessary to deliver high-quality instruction in any context.

9. **Diversity, Equity, and Inclusion**: Curriculum and Instruction Guides must require that all resources utilized within the district accurately reflect the diversity and backgrounds of its students, promoting relevance in educational content.

Adherence to these requirements will safeguard the integrity, enhance the vibrancy, and maximize the utility of the Curriculum and Instruction Guides, thereby not only achieving the district's high standards but also providing all students with a rich, engaging, and equitable educational experience that equips them for future success.

Curriculum and Instruction Guides: Use

Curriculum and Instruction Guides are designed to provide a comprehensive framework to assist teachers in developing units of study, crafting individual lesson plans, and adopting instructional approaches tailored to meet the diverse needs of students. These guides serve as foundational tools that support educators in delivering a coherent and structured educational experience, ensuring that all students have access to a consistent and high-quality curriculum.

- **Implementation and Sequencing**

  The guides detail a logical sequence of instruction across different grade levels and course selections, emphasizing the importance of following a structured approach in core content areas such as language arts and mathematics, where the progression of learning is critical. Teachers are expected to adhere to this sequence to facilitate a

cohesive learning journey for students, building upon knowledge and skills systematically.

- **Content Integration and Professional Judgment**

  Educators are required to integrate the content outlined in the Curriculum and Instruction Guides into their teaching, ensuring that students are exposed to all necessary concepts and information. Furthermore, teachers are encouraged to exercise their professional judgment in determining the most effective ways to implement these guides. This includes adapting instructional methods and materials as needed to address the unique learning styles, interests, and needs of their students, thereby enhancing the educational impact.

- **Accessibility and Support**

  Principals play a crucial role in ensuring that teachers have easy access to the Curriculum and Instruction Guides, along with any additional materials required for effective instruction. This includes providing ongoing support and resources to facilitate the successful implementation of the curriculum, such as professional development opportunities, access to supplemental educational materials, and technological tools. Principals are also responsible for fostering an environment that supports collaboration and sharing of best practices among teachers to further enhance the quality of education provided.

Curriculum Writing Teams

Specialized district curriculum writing teams are responsible for the creation and updating of Curriculum and Instruction Guides. These teams include a wide range of educators, such as teachers from different grade levels and subject areas, curriculum specialists, and administrators, chosen for their expertise, experience, and dedication to educational excellence. The leader of the Instructional Service Department oversees these teams, guiding their efforts to ensure alignment with district goals, the North Carolina Standard Course of Study, and strategies to address specific content areas lacking alignment.

To equip curriculum writing teams with the necessary skills and knowledge for this critical task, the district shall provide comprehensive training. This training should cover current educational research, effective curriculum design principles, and strategies for incorporating inclusive and equitable practices into curriculum materials. The goal is to ensure that curriculum writers are well-prepared to create guides that not only meet educational standards but also address the diverse needs of our diverse student population.

The update cycle for the Curriculum and Instruction Guides is strategically aligned with the North Carolina State Textbook and Instructional Material adoption cycle. This alignment

enables the district to incorporate the latest and most relevant resources into the curriculum efficiently, ensuring that educational materials remain current and embody the highest standards of teaching, learning, and assessment, covering content, context, and cognitive complexity.

Furthermore, the Board directs the administration to implement an annual review of Curriculum and Instruction Guides to identify subject areas that necessitate additional focus and/or support. This review should be informed by an analysis of student assessment results, guiding the administration to identify which objectives, contexts, cognitive types, and instructional practices require augmented budgetary support and specialized professional development efforts.

Central to the development and revision process is the Curriculum Management Coordinating Committee. This committee plays a pivotal role in ensuring vertical curriculum alignment and articulation across grade levels and subject areas. By reviewing all new and revised curriculum guides, the committee ensures that the curriculum provides a coherent and progressive educational experience for students, building upon prior knowledge and skills in a structured manner. The committee's recommendations to the Superintendent are instrumental in the approval process by the Board of Education, guaranteeing that the district’s curriculum meets high standards and supports the holistic development of all students.

Legal References: G.S. 115C-36, -47, -81

Cross References: Goals and Objectives of the Educational Program (Policy 3000), Curriculum Development (policy 3100), School Improvement Plan (Policy 3430), Curriculum Management Plan

Adopted:

Revised September 5, 2002, 07/18/2024

3115 Mark up

Policy Code: 3115 Curriculum and Instruction Guides

The foundation of a robust educational system rests on a well-defined, written curriculum and a clear understanding of student learning. The purpose of a written curriculum is to delineate a structured framework that outlines the educational content, objectives, and instructional strategies intended to guide teaching and learning processes within schools. It serves as a roadmap for educators, providing a coherent plan that aligns with educational standards and the goals of the school district, thereby ensuring consistency and quality across all levels of instruction. Student learning, within this context, is defined as the acquisition of knowledge, skills, attitudes, and values, facilitated by the curriculum through various pedagogical approaches. It encompasses not only the cognitive development of students but also their emotional, social, and physical growth, aiming to prepare them for successful participation in society.

Curriculum and Instruction Guides: Alignment & Approval

Curriculum and Instruction Guides are the tangible representation of the district's educational objectives. These guides document the specific content, skills, and methodologies that form the cornerstone of the district's instructional approach, ensuring educators have a clear and comprehensive roadmap for delivering high-quality education.

To uphold the highest standards of educational excellence, it is imperative that the development and revision of Curriculum and Instruction Guides are aligned with the North Carolina Standard Course of Study, alongside the specific goals and objectives outlined in the local educational program (Policy 3000), as well as any additional objectives or subject matters sanctioned by the Board. This alignment ensures the district's commitment to providing educational content that is not only current but also impactful in fostering student learning and development.

A fundamental component of the district's approach to maintaining the integrity and relevance of educational offerings involves a comprehensive review and approval process for new or revised curriculum. Proposed curriculum shifts, whether new or revised, must be submitted to the Board for adoption before implementation in schools. Proposals must detail the curriculum's objectives, content, and proposed teaching strategies, demonstrating a clear alignment with the district's goals and the North Carolina Standard Course of Study.

Furthermore, the alignment of the curriculum with district expectations is of paramount importance and includes the seamless incorporation of educational technology, adherence to culturally responsive teaching practices, and the unwavering commitment to promoting student well-being in conjunction with academic success. Proposals for curriculum development or revision are therefore expected to provide a comprehensive outline of how the curriculum will

not only adhere to statutory requirements but also significantly contribute to the district's mission, enhance student learning outcomes, and address students' diverse needs.

Curriculum and Instruction Guides: Requirements

To ensure that the Curriculum and Instruction Guides are aligned with the diverse educational needs of the community and maintain a high standards of excellence, the following requirements have been set forth:

1. **Content Definition, Sequencing, and Pacing**: The Curriculum and Instruction Guides must comprehensively define, sequence, and pace the educational content, including concepts, skills, knowledge, and vocabulary. It should provide a structured framework that guides educators through the effective delivery of curriculum content, ensuring that learning objectives are met in a logical and timely manner.
2. **Instructional Approach and Student Practice**: The Curriculum and Instruction Guides must offer detailed suggestions for how educators should present content and how students are expected to engage with, practice, and demonstrate their understanding of the material. These suggestions should be in harmony with the district's educational vision, promoting instructional practices that are engaging, equitable, and effective for all learners.
3. **Monitoring Progress**: A variety of measures for monitoring student progress must be included, reflecting the district's vision for assessing student learning. These measures should enable educators to track and respond to student progress effectively, facilitating targeted interventions and support where necessary.
4. **Scaffolds and Differentiation Supports**: The Curriculum and Instruction Guides should provide comprehensive scaffolds and supports to enable educators to differentiate instruction. This includes strategies and tools that accommodate diverse learning needs, ensuring that all students can access and engage with the curriculum content effectively.
5. **Flexibility in Pacing and Instruction**: While maintaining a commitment to on-grade-level learning, the Curriculum and Instruction Guides must allow for flexibility in pacing and instructional decision-making. This flexibility enables educators to tailor instruction to the unique needs, interests, and backgrounds of their students, fostering a more personalized and responsive learning environment.
6. **Support for Specific Student Groups**: The Curriculum and Instruction Guides must integrate strategies and activities designed to support the needs of specific student groups, including but not limited to students with disabilities, English language learners, and gifted students. These supports should be woven into the fabric of the curriculum, ensuring that all students have equitable opportunities to succeed.
7. **User-Friendliness and Accessibility**: The Curriculum and Instruction Guides must be user-friendly and electronically accessible to educators, students, and families, promoting widespread use and engagement.
8. **Support for In-person and Virtual Learning**: The Curriculum and Instruction Guides must outline strategies and resources that support effective learning in both in-person and virtual formats. This dual approach ensures that students can continue to learn

effectively, regardless of the instructional setting, and that educators have the tools necessary to deliver high-quality instruction in any context.

9. ~~**Diversity, Equity, and Inclusion**~~ **Representation and Relevance**: Curriculum and Instruction Guides must require that ~~all resources utilized within the district accurately reflect the diversity and backgrounds of its students~~ **resources utilized within the district reflect a variety of perspectives, experiences, and backgrounds**, promoting relevance in educational content.

Adherence to these requirements will safeguard the integrity, enhance the vibrancy, and maximize the utility of the Curriculum and Instruction Guides, thereby not only achieving the district's high standards but also providing all students with a rich, engaging, and equitable educational experience that equips them for future success.

Curriculum and Instruction Guides: Use

Curriculum and Instruction Guides are designed to provide a comprehensive framework to assist teachers in developing units of study, crafting individual lesson plans, and adopting instructional approaches tailored to meet the diverse needs of students. These guides serve as foundational tools that support educators in delivering a coherent and structured educational experience, ensuring that all students have access to a consistent and high-quality curriculum.

- **Implementation and Sequencing**

The guides detail a logical sequence of instruction across different grade levels and course selections, emphasizing the importance of following a structured approach in core content areas such as language arts and mathematics, where the progression of learning is critical. Teachers are expected to adhere to this sequence to facilitate a cohesive learning journey for students, building upon knowledge and skills systematically.

- **Content Integration and Professional Judgment**

Educators are required to integrate the content outlined in the Curriculum and Instruction Guides into their teaching, ensuring that students are exposed to all necessary concepts and information. Furthermore, teachers are encouraged to exercise their professional judgment in determining the most effective ways to implement these guides. This includes adapting instructional methods and materials as needed to address the unique learning styles, interests, and needs of their students, thereby enhancing the educational impact.

- **Accessibility and Support**

Principals play a crucial role in ensuring that teachers have easy access to the Curriculum and Instruction Guides, along with any additional materials required for effective instruction. This includes providing ongoing support and resources to facilitate the successful implementation of the curriculum, such as professional development opportunities, access to supplemental educational materials, and technological tools. Principals are also responsible for fostering an

environment that supports collaboration and sharing of best practices among teachers to further enhance the quality of education provided.

Curriculum Writing Teams

Specialized district curriculum writing teams are responsible for the creation and updating of Curriculum and Instruction Guides. These teams include a wide range of educators, such as teachers from different grade levels and subject areas, curriculum specialists, and administrators, chosen for their expertise, experience, and dedication to educational excellence. The leader of the Instructional Service Department oversees these teams, guiding their efforts to ensure alignment with district goals, the North Carolina Standard Course of Study, and strategies to address specific content areas lacking alignment.

To equip curriculum writing teams with the necessary skills and knowledge for this critical task, the district shall provide comprehensive training. This training should cover current educational research, effective curriculum design principles, and strategies for ~~incorporating inclusive and equitable practices into curriculum materials~~ **ensuring curriculum materials are accessible,** reflect a variety of perspectives, experiences, and backgrounds**, responsive to diverse student needs, and aligned with applicable state and federal law**. The goal is to ensure that curriculum writers are well-prepared to create guides that not only meet educational standards but also address the diverse needs of our diverse student population.

The update cycle for the Curriculum and Instruction Guides is strategically aligned with the North Carolina State Textbook and Instructional Material adoption cycle. This alignment enables the district to incorporate the latest and most relevant resources into the curriculum efficiently, ensuring that educational materials remain current and embody the highest standards of teaching, learning, and assessment, covering content, context, and cognitive complexity.

Furthermore, the Board directs the administration to implement an annual review of Curriculum and Instruction Guides to identify subject areas that necessitate additional focus and/or support. This review should be informed by an analysis of student assessment results, guiding the administration to identify which objectives, contexts, cognitive types, and instructional practices require augmented budgetary support and specialized professional development efforts.

Central to the development and revision process is the Curriculum Management Coordinating Committee. This committee plays a pivotal role in ensuring vertical curriculum alignment and articulation across grade levels and subject areas. By reviewing all new and revised curriculum guides, the committee ensures that the curriculum provides a coherent and progressive educational experience for students, building upon prior knowledge and skills in a structured manner. The committee's recommendations to the Superintendent are instrumental in the approval process by the Board of Education, guaranteeing that the district’s curriculum meets high standards and supports the holistic development of all students.

Legal References: G.S. 115C-36, -47, -81

Cross References: Goals and Objectives of the Educational Program (Policy 3000), Curriculum Development (policy 3100), School Improvement Plan (Policy 3430), Curriculum Management Plan

Adopted:

Revised September 5, 2002, 07/18/2024

3155 Clean

Policy Code: 3115 Curriculum and Instruction Guides

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A fundamental component of the district's approach to maintaining the integrity and relevance of educational offerings involves a comprehensive review and approval process for new or revised curriculum. Proposed curriculum shifts, whether new or revised, must be submitted to the Board for adoption before implementation in schools. Proposals must detail the curriculum's objectives, content, and proposed teaching strategies, demonstrating a clear alignment with the district's goals and the North Carolina Standard Course of Study.

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Curriculum and Instruction Guides: Requirements

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5. **Flexibility in Pacing and Instruction**: While maintaining a commitment to on-grade-level learning, the Curriculum and Instruction Guides must allow for flexibility in pacing and instructional decision-making. This flexibility enables educators to tailor instruction to the unique needs, interests, and backgrounds of their students, fostering a more personalized and responsive learning environment.
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effectively, regardless of the instructional setting, and that educators have the tools necessary to deliver high-quality instruction in any context.

9. Representation and Relevance: Curriculum and Instruction Guides must require that resources utilized within the district reflect a variety of perspectives, experiences, and backgrounds, promoting relevance in educational content.

Adherence to these requirements will safeguard the integrity, enhance the vibrancy, and maximize the utility of the Curriculum and Instruction Guides, thereby not only achieving the district's high standards but also providing all students with a rich, engaging, and equitable educational experience that equips them for future success.

Curriculum and Instruction Guides: Use

Curriculum and Instruction Guides are designed to provide a comprehensive framework to assist teachers in developing units of study, crafting individual lesson plans, and adopting instructional approaches tailored to meet the diverse needs of students. These guides serve as foundational tools that support educators in delivering a coherent and structured educational experience, ensuring that all students have access to a consistent and high-quality curriculum.

- **Implementation and Sequencing**

The guides detail a logical sequence of instruction across different grade levels and course selections, emphasizing the importance of following a structured approach in core content areas such as language arts and mathematics, where the progression of learning is critical. Teachers are expected to adhere to this sequence to facilitate a cohesive learning journey for students, building upon knowledge and skills systematically.

- **Content Integration and Professional Judgment**

Educators are required to integrate the content outlined in the Curriculum and Instruction Guides into their teaching, ensuring that students are exposed to all necessary concepts and information. Furthermore, teachers are encouraged to exercise their professional judgment in determining the most effective ways to implement these guides. This includes adapting instructional methods and materials as needed to address the unique learning styles, interests, and needs of their students, thereby enhancing the educational impact.

- **Accessibility and Support**

Principals play a crucial role in ensuring that teachers have easy access to the Curriculum and Instruction Guides, along with any additional materials required for effective instruction. This includes providing ongoing support and resources to facilitate the successful implementation of the curriculum, such as professional development opportunities, access to supplemental educational materials, and technological tools. Principals are also responsible for fostering an environment that supports collaboration and sharing of best practices among teachers to further enhance the quality of education provided.

Curriculum Writing Teams

Specialized district curriculum writing teams are responsible for the creation and updating of Curriculum and Instruction Guides. These teams include a wide range of educators, such as teachers from different grade levels and subject areas, curriculum specialists, and administrators, chosen for their expertise, experience, and dedication to educational excellence. The leader of the Instructional Service Department oversees these teams, guiding their efforts to ensure alignment with district goals, the North Carolina Standard Course of Study, and strategies to address specific content areas lacking alignment.

To equip curriculum writing teams with the necessary skills and knowledge for this critical task, the district shall provide comprehensive training. This training should cover current educational research, effective curriculum design principles, and strategies for ensuring curriculum materials are accessible, reflect a variety of perspectives, experiences, and backgrounds, responsive to diverse student needs, and aligned with applicable state and federal law. The goal is to ensure that curriculum writers are well-prepared to create guides that not only meet educational standards but also address the diverse needs of our diverse student population.

The update cycle for the Curriculum and Instruction Guides is strategically aligned with the North Carolina State Textbook and Instructional Material adoption cycle. This alignment enables the district to incorporate the latest and most relevant resources into the curriculum efficiently, ensuring that educational materials remain current and embody the highest standards of teaching, learning, and assessment, covering content, context, and cognitive complexity.

Furthermore, the Board directs the administration to implement an annual review of Curriculum and Instruction Guides to identify subject areas that necessitate additional focus and/or support. This review should be informed by an analysis of student assessment results, guiding the administration to identify which objectives, contexts, cognitive types, and instructional practices require augmented budgetary support and specialized professional development efforts.

Central to the development and revision process is the Curriculum Management Coordinating Committee. This committee plays a pivotal role in ensuring vertical curriculum alignment and articulation across grade levels and subject areas. By reviewing all new and revised curriculum guides, the committee ensures that the curriculum provides a coherent and progressive educational experience for students, building upon prior knowledge and skills in a structured manner. The committee's recommendations to the Superintendent are instrumental in the approval process by the Board of Education, guaranteeing that the district’s curriculum meets high standards and supports the holistic development of all students.

Legal References: G.S. 115C-36, -47, -81

Cross References: Goals and Objectives of the Educational Program (Policy 3000), Curriculum Development (policy 3100), School Improvement Plan (Policy 3430), Curriculum Management Plan

Adopted:

Revised September 5, 2002, 07/18/2024

Policy 3130

Original
Mark Up
Clean

3130 Current

Policy Code: 3130 Grouping for Instruction

All students are expected to meet state and local academic performance standards. The Board believes that flexible grouping and differentiated instruction are effective means of meeting the diverse learning needs of students and achieving the educational goals of the Board. Instructional groupings should support personalized learning paths, with the goal of providing equitable opportunities for all students to succeed.

If homogenous grouping practices are used, the following factors will be considered:

- individual needs of the student;
- students' academic, cognitive and developmental levels;
- the most effective instructional climate for student learning;
- class size;
- social-emotional well-being of students;
- equity and access to rigorous learning opportunities.

The principal will monitor and report to the superintendent classroom/team and individual course composition/enrollment (based on data available from the district's student information system, such as: gender, socio-economic status [free or reduced lunch eligibility], proficiency level, and race). Race, gender, or other forms of discrimination will not be tolerated. Grouping practices should also reflect the district's commitment to diversity, equity, and inclusion, ensuring that instructional decisions do not result in unintended segregation or isolation of specific student groups. Instructional grouping should be based on the academic needs of students but must in no case be discriminatory. Equity reviews must be conducted regularly to ensure homogeneous grouping practices are not inadvertently perpetuating systemic inequalities.

While parent input is welcome, the principal has the authority to assign students to classes and to group students for instruction in accordance with this policy. The principal should collaborate with teachers, instructional coaches, and other relevant staff members in this decision-making process. The principal also may evaluate whether the factors which precipitated the need for homogenous grouping still exist. Homogeneous groupings that are maintained over an extended period of time are subject to review by the principal and/or superintendent's designee.

This policy is not intended to alter teachers' discretion to group for instruction within and across classes and grade levels. Flexible and dynamic grouping, based on ongoing formative assessments, is an acceptable instructional strategy for improving student performance and achievement.

The Board encourages the use of data and continuous improvement practices to ensure that all instructional groupings enhance learning outcomes and align with district-wide goals of educational equity.

Legal References: G.S. 115C-47, -81, -276, -288

Cross References: Goals and Objectives of the Educational Program (Policy 3000), Student Progression and Placement (Policy 3420), Assignment to Classes (Policy 4155)

Adopted:

Revised: June 6, 2002, 11/21/2024

3130 Mark up

Policy Code: 3130 Grouping for Instruction

All students are expected to meet state and local academic performance standards. The Board believes that flexible grouping and differentiated instruction are effective means of meeting the diverse learning needs of students and achieving the educational goals of the Board. Instructional groupings should support personalized learning paths, with the goal of providing equitable opportunities for all students to succeed.

If homogenous grouping practices are used, the following factors will be considered:

- individual needs of the student;
- students' academic, cognitive and developmental levels;
- the most effective instructional climate for student learning;
- class size;
- social-emotional well-being of students;
- equity and access to rigorous learning opportunities.

The principal will monitor and report to the superintendent classroom/team and individual course composition/enrollment (based on data available from the district's student information system, ~~such as gender, socio-economic status [free or reduced lunch eligibility], proficiency level, and race.~~ Race, gender, or other forms of discrimination will not be tolerated. Grouping practices should also ~~reflect the district's commitment to diversity, equity, and inclusion,~~ **promote equitable access to instructional opportunities.** ~~ensuring that instructional decisions do not result in unintended segregation or isolation of specific student groups.~~ Instructional grouping should be based on the academic needs of students but must in no case be discriminatory. ~~Equity reviews must be conducted regularly to ensure homogeneous grouping practices are not inadvertently perpetuating systemic inequalities.~~ **Grouping practices must be reviewed regularly to ensure they are based on students' academic and instructional needs and do not create unintended barriers to rigorous learning opportunities.**

While parent input is welcome, the principal has the authority to assign students to classes and to group students for instruction in accordance with this policy. The principal should collaborate with teachers, instructional coaches, and other relevant staff members in this decision-making process. The principal also may evaluate whether the factors which precipitated the need for homogenous grouping still exist. Homogeneous groupings that are maintained over an extended period of time are subject to review by the principal and/or superintendent's designee.

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assessments, is an acceptable instructional strategy for improving student performance and achievement.

The Board encourages the use of data and continuous improvement practices to ensure that all instructional groupings enhance learning outcomes and align with district-wide goals of educational equity.

Legal References: G.S. 115C-47, -81, -276, -288

Cross References: Goals and Objectives of the Educational Program (Policy 3000), Student Progression and Placement (Policy 3420), Assignment to Classes (Policy 4155)

Adopted:

Revised: June 6, 2002, 11/21/2024

3130 Clean

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The principal will monitor and report to the superintendent classroom/team and individual course composition/enrollment (based on data available from the district's student information system). Race, gender, or other forms of discrimination will not be tolerated. Grouping practices should also promote equitable access to instructional opportunities. Instructional grouping should be based on the academic needs of students but must in no case be discriminatory. Grouping practices must be reviewed regularly to ensure they are based on students' academic and instructional needs and do not create unintended barriers to rigorous learning opportunities.

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Legal References: G.S. 115C-47, -81, -276, -288

Cross References: Goals and Objectives of the Educational Program (Policy 3000), Student Progression and Placement (Policy 3420), Assignment to Classes (Policy 4155)

Adopted:

Revised: June 6, 2002, 11/21/2024

Policy 3531

Original
Mark Up
Clean

3531 Current

Policy Code: 3531 Character Education

The Board of Education recognizes its responsibility to promote good character in all students. The board also recognizes that learning to treat all people with respect, having the courage to fight racism and celebrating our diversity are examples of character traits which can contribute to success for all of our students.

Character education includes instruction through the regular curriculum, required and recommended service learning and infusion into the school climate. The Board of Education, therefore, directs the superintendent to develop sound, effective programs which infuse the character traits addressed in G.S. 115C-81(h1), and in the district's Strategic Plan, Vision of a Graduate of the District-Character and Behavior Traits, into the curriculum. The Board recognizes that character is also taught by example and by experience. Therefore, the Board directs the superintendent to communicate to every staff member his or her responsibility to support the development of good character in the classroom through instruction, and in formal and informal encounters with students, parents and colleagues. The board further recognizes that while it shares this responsibility with parents and with the community, adequate funding must be allocated by the district to ensure the successful implementation of character education.

The board therefore directs the superintendent to ensure that each school develop a plan for implementing effective and age appropriate character education. This need not include a new "curriculum" to teach, but must include an infusion of character into the school day. This plan must include how the character traits outlined in this policy and in G.S. 115C-81(h1), will be incorporated into the school climate and describe how the community will be involved in the plan. In addition, the district's curriculum must include how these character traits will be addressed.

The board further directs the superintendent to ensure that each school:

1. Provide staff development time specifically for character education.
2. Members of the schools' site-based health teams shall oversee the school's character education program. Close coordination between the equity team and school personnel charged with planning character education is necessary to ensure that the vision of character education and equity can be woven into the fabric of school life.
3. Each school's character education program shall be reviewed annually by the building principal and the site-based health team.

The following character traits will be included in the character education program:

a. **Courage**: Being able to do and say the right thing, even when others don't; having the strength to follow your conscience rather than the crowd, attempting things that are difficult, but worthwhile and moral. Providing leadership and accepting the leadership of others.

b. **Good Judgment**: Choosing worthy goals and connecting them to personal decisions and actions; basing decisions on information and consequences.

c. **Integrity/Honesty**: Being honest and truthful in word and action, even under difficult circumstances; being trustworthy; acting with integrity and honor.

d. **Kindness**: Being considerate, courteous, helpful, and understanding of others. Showing care, compassion, friendship and generosity; and treating others as you would like to be treated. Avoid bullying in any form.

e. **Perseverance**: Being persistent in the pursuit of worthy objectives in spite of difficulty, opposition, or discouragement; and exhibiting patience even when discouraged; continuing to try when confronted with delays, mistakes or failures.

f. **Respect**: Understanding that all people have value as human beings; demonstrating understanding and respect for differences among people and an appreciation of diversity; showing respect for self and others and responding appropriately to authority; having respect for property.

g. **Responsibility**: Taking responsibility for one's own actions; being accountable for promises of action; being dependable in carrying out obligations.

h. **Self-Discipline**: Refraining from inappropriate behaviors; being able to control your words, actions, impulses and desires; choosing abstinence from premarital sex, drugs, alcohol and other harmful substances and behaviors; doing your best in all situations; valuing effort, specifically the work ethic, and self-discipline, demonstrating hard work and commitment to purpose; demonstrating civility in the face of conflict.

i. ***Stewardship**: Being stewards of the earth's and community's resources; being committed to learn how to care for the environment; engaging in meaningful service to school and community.

j. ***Citizenship**: Knowing and fulfilling the responsibilities of U.S. citizenship and having a sense of responsibility for being a member of a global and school community, understanding the importance of being informed and of voting; taking responsibility for school safety.

k. ***Personal Growth**: Being adaptable and flexible; living a healthy lifestyle; setting goals for lifelong learning and personal development.

* District character traits not included in the state statute.

Legal References: G.S.115C-81(h, h1)

Cross References: Citizenship (Policy 3530)

Adopted: 6/20/02

Revised: 7/20/06

3531 mark up

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1. Provide staff development time specifically for character education.

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3. Each school's character education program shall be reviewed annually by the building principal and the site-based health team.

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Cross References: Citizenship (Policy 3530)

Adopted: 6/20/02

Revised: 7/20/06

3531 Clean

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***** District character traits not included in the state statute.

Legal References: G.S. 115C-81.60

Cross References: Citizenship (Policy 3530)

Adopted: 6/20/02

Revised: 7/20/06

Policy 6560

Original
Mark Up
Clean

6560 Current

Policy Code: 6560 Disposal of Surplus Property

When personal property becomes unnecessary and undesirable for public school purposes, the school district will sell or dispose of the property in order to provide additional revenue for educational purposes, in accordance with the requirements of Article IX, Section 7 of the North Carolina Constitution, G.S. 115C-518 and G.S. 160A, article 12. Equipment and supplies acquired under a federal award will be disposed of in accordance with the terms and conditions of the federal award, all applicable requirements of federal law and regulation, and the provisions of this policy are not inconsistent with such requirements.

Contracts for the sale or disposal of surplus property must be consistent with G.S. 147, art. 6E, art. 6G. Before any property can be sold or disposed of, it must be removed from the appropriate fixed asset inventory.

The superintendent or designee shall ensure that any confidential, proprietary, or other identifying information is removed from the surplus property prior to disposition. In addition, any equipment or other property disposed of through waste management services will be done in a manner consistent with environmental or other relevant rules and regulations.

Board of Education members and those employees who establish the fair market value of the surplus property are ineligible to purchase the property.

Property Worth Less than $30,000

Pursuant to G.S. 160A-266(c), the board permits the superintendent or designee to dispose of personal property worth less than $2,000 for a single item or group of similar items; to set the property's fair market value; and to convey title to the property for the board of education. Prior to disposition, the superintendent or designee must make a finding that the property is no longer necessary or desirable for school use. Before the disposal or sale of any item worth less than $2,000, the Superintendent or designee must secure signed permission from the Chief Financial Officer to ensure appropriate fiscal procedures have been followed. Permission for disposal and sale must also be obtained from the following:

1. Deputy Superintendent of Teaching & Learning, Systemic Equity, and Engagement for any and all instructional materials

2. Executive Director of Technology for all technology hardware including computers, monitors, projectors

3. Executive Director of Facilities for all furniture, vehicles, casework, and heavy equipment

For property worth $2,001 to $29,999, the superintendent or designee shall determine and recommend to the board of education whether or not items or groups of similar items are unnecessary or undesirable for school purposes. The recommendation will include the description of the items or the groups of items and a recommended method of sale or disposition.

Property covered by this section may be disposed of through a public or private exchange or sale. The superintendent or designee shall choose or recommend any method of disposal that is designed to obtain a fair market value for the property in the most efficient and economical manner possible and is in the best interest of the school district as determined by the superintendent or designee. For all public sales, the superintendent or designee must publish notice at least 10 days in advance. The notice must identify the property to be sold and set out the date, time, place, and terms of the sale. Notice must be published in a newspaper having general circulation and/or by electronic means.

The superintendent must provide a semiannual report to the board detailing transactions above the $2001 limit. The report must include: (1) a general description of the property sold or exchanged; (2) the name of the person(s) to whom the property was sold or with whom it was exchanged; and (3) the amount of money or other consideration received for each sale or exchange.

Property Worth $30,000 or More

Property worth at least $30,000 will be disposed of pursuant to the requirements of G.S. 160A, article 12, G.S. 115C-518, and Article IX, Section 7 of the North Carolina Constitution.

Legal References: 2 C.F.R. 200.313-200.314; N.C. Const. art. IX, § 7; G.S. 115C-518; 160A, art. 12; 147, art. 6E, art. 6G; 160A-226; *Boney v. Board of Trustees*, 229 N.C. 136 (1948)

Cross References: Fixed Assets Inventory (policy 8350)

Adopted: 6/5/08

Revised: 4/6/16, 2/27/18, 1/24/19, 4/20/23

6560 mark up

Policy Code: 6560 Disposal of Surplus Property

When personal property becomes unnecessary and undesirable for public school purposes, the school district will sell or dispose of the property in order to provide additional revenue for educational purposes, in accordance with the requirements of Article IX, Section 7 of the North Carolina Constitution, G.S. 115C-518 and G.S. 160A, article 12. Equipment and supplies acquired under a federal award will be disposed of in accordance with the terms and conditions of the federal award, all applicable requirements of federal law and regulation, and the provisions of this policy are not inconsistent with such requirements.

Contracts for the sale or disposal of surplus property must be consistent with G.S. 147, art. 6E, art. 6G. Before any property can be sold or disposed of, it must be removed from the appropriate fixed asset inventory.

The superintendent or designee shall ensure that any confidential, proprietary, or other identifying information is removed from the surplus property prior to disposition. In addition, any equipment or other property disposed of through waste management services will be done in a manner consistent with environmental or other relevant rules and regulations.

Board of Education members and those employees who establish the fair market value of the surplus property are ineligible to purchase the property.

Property Worth Less than $30,000

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1. ~~Deputy Superintendent of Teaching & Learning, Systemic Equity, and Engagement~~ The **leader of the Instructional Services Department** for any and all instructional materials

2. Executive Director of Technology for all technology hardware including computers, monitors, projectors

3. Executive Director of Facilities for all furniture, vehicles, casework, and heavy equipment

For property worth $2,001 to $29,999, the superintendent or designee shall determine and recommend to the board of education whether or not items or groups of similar items are unnecessary or undesirable for school purposes. The recommendation will include the description of the items or the groups of items and a recommended method of sale or disposition.

Property covered by this section may be disposed of through a public or private exchange or sale. The superintendent or designee shall choose or recommend any method of disposal that is designed to obtain a fair market value for the property in the most efficient and economical manner possible and is in the best interest of the school district as determined by the superintendent or designee. For all public sales, the superintendent or designee must publish notice at least 10 days in advance. The notice must identify the property to be sold and set out the date, time, place, and terms of the sale. Notice must be published in a newspaper having general circulation and/or by electronic means.

The superintendent must provide a semiannual report to the board detailing transactions above the $2001 limit. The report must include: (1) a general description of the property sold or exchanged; (2) the name of the person(s) to whom the property was sold or with whom it was exchanged; and (3) the amount of money or other consideration received for each sale or exchange.

Property Worth $30,000 or More

Property worth at least $30,000 will be disposed of pursuant to the requirements of G.S. 160A, article 12, G.S. 115C-518, and Article IX, Section 7 of the North Carolina Constitution.

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Cross References: Fixed Assets Inventory (policy 8350)

Adopted: 6/5/08

Revised: 4/6/16, 2/27/18, 1/24/19, 4/20/23

6550 Clean

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Cross References: Fixed Assets Inventory (policy 8350)

Adopted: 6/5/08

Revised: 4/6/16, 2/27/18, 1/24/19, 4/20/23

Board of Education Agenda Abstract

Meeting Date: October 1, 2026
Agenda Type: Consent

Subject: Recommendation for Approval to Expand instructional funds for AVID Implementation and Professional Learning

Division:	Instructional Services Division	**Department:**	Instructional Services Division
Person Responsible:	Alicia Curtis, Bob Bales	**Feedback Requested From:**	

Strategic Plan Alignment: Instructional Excellence: Preparing Students for Life

Previous Work Session (Y/N):	No	Date:
Previous Discussion and Action (Y/N):	No	Date:

Attachment(s):
Chapel Hill Carrboro City Cost Projection Current and New sites 2026 - 2029.pdf
Quote Avid 2026-2027.pdf
Contract Approval Avid 300K (Half Signed) (2).pdf
2026-2027 Contract Avid Pre-audited (Half Signed).pdf

PURPOSE:

To seek approval to fund the site fees for 11 elementary, 4 middle, and 3 high schools for the next 3 years, and the registration fees for 40 elementary staff members to participate in the AVID Summer Institute this summer (total $137,220 for 2026-2027). We are bringing this forward now so we can register elementary schools for trainings this summer that are only available for official AVID schools.

In addition, we are requesting funds for AVID supplies (not to exceed $20,000), and potential additional professional development (not to exceed $70,000).

BACKGROUND:

CHCCS is committed to ensuring high levels of academic achievement, equitable access to rigorous coursework, and the development of college and career readiness skills for all students. AVID is an internationally recognized college- and career-readiness system designed to close opportunity gaps by equipping students with the academic, organizational, and collaborative skills necessary for success in advanced coursework and postsecondary pathways.

The requested funds will support: 1) Professional learning at AVID National Conference and Summer Institutes for identified staff, 2) Regional Pathways Training, 3) AVID Excel/Emerge (ML/Newcomer Supports), 4) Membership Fees, 5) AVID supplies.

Funding is available and allocated for all expenses as we move into a more focused partnership with AVID to support best practices and a shift away from screen time. We are requesting the supplies expense so schools may purchase items as needed for their school. The additional amounts for professional development cover professional learning the district/school may fund for the national conference, local training, and additional opportunities beyond what is originally planned, and to account for flexibility to ensure teachers have multiple options to receive additional training.

Should the board decide to close a school/schools the funds spent will be placed as a credit on our account, meaning we have flexibility. Each year we will plan the larger summer institute PD and bring back to the board the number of participants and costs for approval. Our ultimate goal is that we are able to provide the trainings on site after we get everyone on board to the maximum extent possible.

FINANCIAL IMPACT:
As outlined in the abstract and accompanying documents.

PERSONNEL IMPACT:
None.

SUGGESTED ACTION: Seeking CHCCS Board of Education Approval to expend instructional funds for AVID Implementation and Professional Learning

RESOLUTION:

Be it, therefore, resolved that the Board of Education approves the recommended contract for services and additional PD and supplies with AVID

PROPOSAL PREPARED for: Chapel Hill-Carrboro City SD
Effective Date: 7/1/2026 - 6/30/2029
AVID CENTER Contact: Bari Snyder, Partner Engagement Manager
Email: bsnyder@avid.org
Phone: (858) 633-0096

Membership

PRODUCT NAME		Year 1	Year 2	Year 3
AVID EXCEL Benefit Package	QTY	2	2	2
	NET TOTAL	**$2,350.00**	**$2,450.00**	**$2,550.00**
AVID Membership Fees Elementary School	QTY	11	11	11
	NET TOTAL	**$40,975.00**	**$42,625.00**	**$44,275.00**
AVID Membership Fees Secondary	QTY	7	7	7
	NET TOTAL	**$31,045.00**	**$32,095.00**	**$33,145.00**
	TOTAL:	$74,370.00	$77,170.00	$79,970.00

Curriculum

PRODUCT NAME		Year 1	Year 2	Year 3
Elementary Digital Library - 4 Licenses - Yearly	QTY	10	0	0
	NET TOTAL	**$0.00**	**$0.00**	**$0.00**
	TOTAL:	$0.00	$0.00	$0.00

Subscription

PRODUCT NAME		Year 1	Year 2	Year 3
AVID STEM Connections	QTY	10	0	0
	NET TOTAL	**$0.00**	**$0.00**	**$0.00**
AVID Weekly Elementary	QTY	11	11	11
	NET TOTAL	**$0.00**	**$0.00**	**$0.00**
AVID Weekly Secondary	QTY	7	7	7
	NET TOTAL	**$4,900.00**	**$5,075.00**	**$5,250.00**
Elementary Starter Package	QTY	10	0	0
	NET TOTAL	**$13,990.00**	**$0.00**	**$0.00**
	TOTAL:	$18,890.00	$5,075.00	$5,250.00

Professional Learning

PRODUCT NAME		Year 1	Year 2	Year 3
AVID Summer Institute	QTY	40	0	0
	NET TOTAL	**$43,960.00**	**$0.00**	**$0.00**
AVID Virtual Live	QTY	0	0	0
	NET TOTAL	**$0.00**	**$0.00**	**$0.00**
	TOTAL:	$43,960.00	$0.00	$0.00

Merchandise

PRODUCT NAME		Year 1	Year 2	Year 3
Welcome Kit - Elementary	QTY	10	0	0
	NET TOTAL	**$0.00**	**$0.00**	**$0.00**
	TOTAL:	$0.00	$0.00	$0.00

TOTAL: $304,685.00

(plus all applicable taxes)

Summary
Year 1 Total: $137,220.00
Year 2 Total: $82,245.00
Year 3 Total: $85,220.00

Contract Option:
1. Standard Annual Contract
2. Multi-Year Contract invoiced annually
3. Multi-Year Contract prepaid with Year 1 pricing locked in

Note:

Pricing is subject to change at any time prior to a contractual agreement.

Core Products & Services

Annual AVID Membership

- Year-round AVID consultative coaching and support from a designated Implementation Specialist
- Professional learning through workshops, online modules, and a wide selection of other resources
- Site certification and comparative data collection
- AVID Elementary schools receive access to AVID's online critical reading resource, AVID Elementary Weekly
- Access to MyAVID, a members-only website with digital resources for professional learning
- District Director coaching and support by AVID Staff
- Licensing for reproduction of student materials
- Curriculum Resources
- Use of AVID logo and intellectual property

AVID Weekly Secondary

AVID Weekly provides engaging articles and lessons for middle and high school teachers to use in every content area. Lessons are designed for teachers by teachers and include strategies for teaching in a blended learning environment, leveraging WICOR®, bringing disciplinary literacy to life, and moving AVID strategies schoolwide.

AVID Summer Institute

AVID Summer Institute is a 3-day, high-touch, interactive community experience featuring a rigorous curriculum that promotes student achievement at the highest levels and lays out a pathway to student success. First-year implementation requires an AVID Site Team of a minimum of eight (8) for secondary or four (4) for elementary that includes the site principal, implementing classroom teachers (SPED and General Ed), and instructional coaches/specialists. Attendance at Summer Institute is recommended for continued program quality. Years two and three may include estimates for additional educators

Starter Package

Implementation support and resources needed to begin AVID Membership.

- Initial year access to the following AVID Secondary Digital Library titles
- Initial year subscription to AVID Weekly Secondary
- Initial year subscription to STEM Connections
- Welcome package to include posters, pennants, pencils
- 10% off initial purchase made at myavidstore.com

AVID District Director Leadership (DDL) Training

AVID provides AVID District Director Leadership (DDL) training as part of the DDL fee. DDL training sessions are designed to prepare and support the AVID District Director (DD) and a team of three other district-level leaders (DDL Team). Throughout the 2-year DDL journey, consisting of four DDL sessions, there are multiple entry points, as they can be attended at various points throughout the year and may be completed between 15–24 months. The four sessions are taken in sequential order over a 2-year period in-person at various facilities throughout the country and as online/virtual training.

Additional Products and Services

Other Professional Learning

AVID Virtual Live combines best-in-class, focused virtual learning with resources for virtual or on-site planning and inspiration so that educators can start the school year ready to collectively implement best practices that prepare every student to live a life of possibility.

AVID Path to Schoolwide trainings are 2-day, 12-hour trainings, offered regionally and within districts. This is a professional learning opportunity for educators in schools and/or districts who want to deepen AVID on their campus. The training focuses on implementing AVID WICOR® (Writing, Inquiry, Collaboration, Organization, and Reading) strategies in all classrooms and leadership support for schoolwide implementation.

AVID Emerge

AVID Emerge™ serves multilingual learners within an English Language Development (ELD) class and the school community. AVID Emerge™ can be an overlay to an adopted English Language Development (ELD) curriculum or a site and district ELD curriculum development resource. The instructional supports are differentiated for students at all language proficiency levels. This approach aims to elevate the potential of multilingual scholars by encouraging active participation in their schooling.

AVID Excel Benefit Package
(required annually)

AVID Excel is a middle school program designed to increase the college readiness of designated English Language Learner (ELL) students. The goal of AVID Excel is to change the trajectory of long-term English language learners by accelerating language acquisition, developing literacy, and placing AVID Excel students on a path to high school AVID and college preparatory coursework.

- Access to Digital Curriculum and resources on MyAVID
- AVID Excel Online Professional Learning Modules, Tutor Training Modules, and Family Connections Modules
- Virtual AVID Excel Leadership Symposiums (Fall/Spring)
- Virtual AVID Excel Elective Teacher Workshops (Fall/Spring)
- Licensing for the reproduction of materials for classroom use

AVID Excel Professional Learning and Coaching Support
(required Years 1 and 2)

Districts will have access to virtual professional learning to support implementation of Summer Bridge and the year-long elective. AVID Excel districts receive 8 hours of virtual coaching tailored to district and site needs.

AVID Excel Starter Package

Implementation support and resources needed to begin AVID Excel Membership

- Initial year access to the following AVID Excel Digital Library titles
- Welcome package to include posters, pennants, pencils

AVID Certified Educators (ACE)

This 9-month, cohort experience empowers educators to design and implement model classrooms based on the AVID Foundations of Instruction. Participants self-assess, reflect on their practice, and gather artifacts from the application of their learning to demonstrate positive impact. Throughout the year, educators meet with their cohort and smaller home groups to provide support and feedback and share ideas and inspiration with one another. The experience culminates in a capstone demonstration, showcasing professional growth and student impact.

AVID STEM Connections

All students need to be introduced to STEM experiences at an early age to build the foundation they will need for future careers. Most careers will require people to think critically and creatively, to collaborate with others, and to solve real-world problems. AVID STEM Connections® offers lesson plans and ancillary materials to support teachers and students, making it easy to incorporate STEM experiences into daily classroom activities across content areas for grades K-12.

AVID STEM Academy

Students will participate in K-2, 3-5, or 6-8 learning opportunities that focus on design thinking and build STEM-based literacy through multidisciplinary activities, multimodal learning, and standards-based instruction. AVID STEM Academy provides support for teachers new to STEM as well as experienced practitioners with an instructional approach that focuses on design thinking, problem-solving skills, and relational capacity.

AVID Math & Science Summer Bridge

AVID's Math and Science Summer Bridge programs offer high-engagement math and science content designed to accelerate learning by enhancing students' critical thinking, reasoning, and problem-solving skills through interactive and collaborative lessons and activities.

AVID ELD Summer Bridge

AVID's English Language Development (ELD) Summer Bridge provides middle and high school English language learners with an opportunity to engage in interactive and fun lessons that focus on academic language acquisition, community building, and school connectivity.

One-Day Site Team Facilitation Session

The AVID Site Team plays a pivotal role in supporting implementation, acceleration, and sustainability of the AVID College and Career Readiness System at a site. As part of an associated Regional or District Path Training, AVID Staff Developers are available to facilitate Site Team time.

AVID National Conference

AVID National Conference is a forum to discuss and share best practices on opening access to rigorous curriculum for all. Participants include superintendents, school board members, district and site administrators, and other educational leaders. Networking opportunities allow participants to discuss how they can systematically create engaging learning environments, increase academic rigor, accelerate the performance of underrepresented students, and deliver results schoolwide.

Coaching Days for AVID Elementary and Secondary

Support and coaching provided by either AVID Center staff or AVID-trained consultants in excess of, either in number or scope, what is included in membership.

AVID Pre-College and Postsecondary Support

AVID Postsecondary partners with college education programs to develop pedagogical and pre-service experiences that increase the capacity of future teachers to support a college-going culture. Teacher candidates analyze and practice high engagement instructional strategies to enable them to meet a broad spectrum of student needs. The AVID suite of professional learning products and services is designed to assist faculty in engaging students in the learning process by integrating AVID's WICOR® instructional framework.

Districtwide Strategic Planning

Districtwide Strategic Planning is designed for district teams who want to enhance and refine their AVID College and Career Readiness System (ACRS) for all students districtwide. This four-part experience helps ensure that AVID supports the success of districts in achieving their strategic plan goals through infusing AVID into their district systems and infrastructures. During the sessions, district leadership will review policies and processes with an eye on ensuring equitable outcomes for all.

Additional Site/District Costs to Consider

- Substitute teachers for staff to attend professional learning days
- Tutors
- Field trips
- AVID Summer Bridge (e.g., student transportation, teacher salaries)
- Travel and lodging for AVID Summer Institutes
- AVID Weekly®: Literacy Connections Schoolwide with embedded English language learner strategies (optional)

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AVID Center

Products and Services Quote/Order

Quote/Order #: Q-94204
Client: Chapel Hill-Carrboro City Schools
Address: 750 S Merritt Mill Rd
Chapel Hill, NC 27516

Contact AVID Center
Phone: 1-833-AVID-CARE (1-833-284-3227)
Email: contracts@avid.org

Effective Date: July 01, 2026

Expiration Date: June 30, 2027

C & L McDougle Elem School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	$3,725.00	$3,725.00
1	AVID Weekly Elementary	$750.00	$0.00
1	Elementary Starter Package	$1,399.00	$1,399.00
1	Elementary Digital Library - 4 Licenses - Yearly	$899.00	$0.00
1	AVID STEM Connections	$750.00	$0.00
1	Welcome Kit - Elementary	$0.00	$0.00
4	AVID Summer Institute	$1,199.00	$4,796.00
		C & L McDougle Elem School SUBTOTAL:	**$9,920.00**

McDougle Middle School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	$4,435.00	$4,435.00
1	AVID EXCEL Benefit Package	$1,175.00	$1,175.00
		McDougle Middle School SUBTOTAL:	**$5,610.00**

Carrboro Elementary School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	$3,725.00	$3,725.00
1	AVID Weekly Elementary	$750.00	$0.00
1	Elementary Starter Package	$1,399.00	$1,399.00
1	Elementary Digital Library - 4 Licenses - Yearly	$899.00	$0.00
1	AVID STEM Connections	$750.00	$0.00
1	Welcome Kit - Elementary	$0.00	$0.00
4	AVID Summer Institute	$1,199.00	$4,796.00

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Carrboro Elementary School SUBTOTAL:	**$9,920.00**

Carrboro High School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	$4,435.00	$4,435.00
		Carrboro High School SUBTOTAL:	**$4,435.00**

Chapel Hill High School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	$4,435.00	$4,435.00
		Chapel Hill High School SUBTOTAL:	**$4,435.00**

East Chapel Hill High School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	$4,435.00	$4,435.00
		East Chapel Hill High School SUBTOTAL:	**$4,435.00**

Elizabeth Seawell Elem School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	$3,725.00	$3,725.00
1	AVID Weekly Elementary	$750.00	$0.00
1	Elementary Starter Package	$1,399.00	$1,399.00
1	Elementary Digital Library - 4 Licenses - Yearly	$899.00	$0.00
1	AVID STEM Connections	$750.00	$0.00
1	Welcome Kit - Elementary	$0.00	$0.00
4	AVID Summer Institute	$1,199.00	$4,796.00
		Elizabeth Seawell Elem School SUBTOTAL:	**$9,920.00**

Ephesus Road Elementary School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	$3,725.00	$3,725.00
1	AVID Weekly Elementary	$750.00	$0.00
1	Elementary Starter Package	$1,399.00	$1,399.00
1	Elementary Digital Library - 4 Licenses - Yearly	$899.00	$0.00
1	AVID STEM Connections	$750.00	$0.00
1	Welcome Kit - Elementary	$0.00	$0.00

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4	AVID Summer Institute	$1,199.00	$4,796.00
		Ephesus Road Elementary School SUBTOTAL:	**$9,920.00**

Estes Hills Elementary School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	$3,725.00	$3,725.00
1	AVID Weekly Elementary	$750.00	$0.00
1	Elementary Starter Package	$1,399.00	$1,399.00
1	Elementary Digital Library - 4 Licenses - Yearly	$899.00	$0.00
1	AVID STEM Connections	$750.00	$0.00
1	Welcome Kit - Elementary	$0.00	$0.00
4	AVID Summer Institute	$1,199.00	$4,796.00
		Estes Hills Elementary School SUBTOTAL:	**$9,920.00**

Frank P Graham Elem School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	$3,725.00	$3,725.00
1	AVID Weekly Elementary	$750.00	$0.00
1	Elementary Starter Package	$1,399.00	$1,399.00
1	Elementary Digital Library - 4 Licenses - Yearly	$899.00	$0.00
1	AVID STEM Connections	$750.00	$0.00
1	Welcome Kit - Elementary	$0.00	$0.00
4	AVID Summer Institute	$1,199.00	$4,796.00
		Frank P Graham Elem School SUBTOTAL:	**$9,920.00**

Glenwood Elementary School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	$3,725.00	$3,725.00
1	AVID Weekly Elementary	$750.00	$0.00
1	Elementary Starter Package	$1,399.00	$1,399.00
1	Elementary Digital Library - 4 Licenses - Yearly	$899.00	$0.00
1	AVID STEM Connections	$750.00	$0.00
1	Welcome Kit - Elementary	$0.00	$0.00
4	AVID Summer Institute	$1,199.00	$4,796.00
		Glenwood Elementary School SUBTOTAL:	**$9,920.00**

Culbreth Middle School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE

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1	AVID Membership Fees Secondary	$4,435.00	$4,435.00
1	AVID EXCEL Benefit Package	$1,175.00	$1,175.00
		Culbreth Middle School SUBTOTAL:	**$5,610.00**

Phillips Middle School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	$4,435.00	$4,435.00
		Phillips Middle School SUBTOTAL:	**$4,435.00**

Mary Scroggs Elementary School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	$3,725.00	$3,725.00
1	AVID Weekly Elementary	$750.00	$0.00
1	Elementary Starter Package	$1,399.00	$1,399.00
1	Elementary Digital Library - 4 Licenses - Yearly	$899.00	$0.00
1	AVID STEM Connections	$750.00	$0.00
1	Welcome Kit - Elementary	$0.00	$0.00
4	AVID Summer Institute	$1,199.00	$4,796.00
		Mary Scroggs Elementary School SUBTOTAL:	**$9,920.00**

Mel & Zora Rashkis Elem School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	$3,725.00	$3,725.00
1	AVID Weekly Elementary	$750.00	$0.00
1	Elementary Starter Package	$1,399.00	$1,399.00
1	Elementary Digital Library - 4 Licenses - Yearly	$899.00	$0.00
1	AVID STEM Connections	$750.00	$0.00
1	Welcome Kit - Elementary	$0.00	$0.00
4	AVID Summer Institute	$1,199.00	$4,796.00
		Mel & Zora Rashkis Elem School SUBTOTAL:	**$9,920.00**

Morris Grove Elementary School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	$3,725.00	$3,725.00
1	AVID Weekly Elementary	$750.00	$0.00
1	Elementary Starter Package	$1,399.00	$1,399.00
1	Elementary Digital Library - 4 Licenses - Yearly	$899.00	$0.00
1	AVID STEM Connections	$750.00	$0.00

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1	Welcome Kit - Elementary	$0.00	$0.00
4	AVID Summer Institute	$1,199.00	$4,796.00
		Morris Grove Elementary School SUBTOTAL:	**$9,920.00**

Northside Elementary School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	$3,725.00	$3,725.00
1	AVID Weekly Elementary	$750.00	$0.00
		Northside Elementary School SUBTOTAL:	**$3,725.00**

Smith Middle School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	$4,435.00	$4,435.00
		Smith Middle School SUBTOTAL:	**$4,435.00**

TOTAL: $136,320.00

plus all applicable taxes

Additional Comments:

N/A

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This AVID Center Products and Services Quote/Order is a Subsequent Quote/Order as defined in the General Terms and Conditions previously agreed to by AVID Center and the "Client" identified above ("Ts&Cs"). This Quote/Order and any exhibits or attachments hereto, together with the Ts&Cs (including the definitions of terms set forth at https://www.avid.org/Page/3290 or another location on AVID Center's website designated by AVID Center), supersedes all previous Quote/Orders and constitutes a binding agreement between AVID Center and Client with respect to the AVID Products and Services specified above. Certain AVID Products and Services may be cancelled by Client as set forth in AVID Center's Rest Assured Policy at https://www.avid.org/rest-assured-policy.

AVID Center is committed to assisting Client with a successful implementation. Additional information regarding professional learning registrations is listed below:

- Newly implementing AVID sites are best supported by a core site team of educators – at least 8 for AVID Secondary or 4 for AVID Elementary. In the initial year of implementation, Client agrees to enroll participants into AVID Summer Institute ("SI") equal to the minimum core site team described herein, unless AVID Center agrees otherwise on this Quote/Order. If other professional learning events are taken instead of SI, prices will be adjusted accordingly upon completion of the training event.
- For each existing site in year 2 and beyond of AVID implementation, Client agrees to enroll one (1) participant into AVID Ignite, unless Client notifies otherwise. If a participant is not enrolled or a registrant does not attend, Client will receive a voucher to be used for AVID Ignite in the following summer after payment has been received.

Client will be invoiced for the greater of the number of participants from a site registered for the event or committed to on this Quote/Order. No payment is due at the time of execution of this Quote/Order, notwithstanding anything to the contrary in the General Terms and Conditions. At the time of invoicing, AVID Center will verify registration fees for each site listed on this Quote/Order and any registrations which have been previously paid will be removed from the invoice. Payment will be due within thirty (30) days following receipt of AVID Center's invoice related to this Quote/Order. Each party has caused this Quote/Order to be signed by its duly authorized representative. The terms of this Quote/Order will control in the event of a conflict with any terms or conditions set forth in any purchase order or other document or communication from Client and any such terms and conditions are hereby rejected by AVID Center and of no effect.

AVID Center, a California Non-Profit Corporation 501(c)(3)		Chapel Hill-Carrboro City Schools	
Sign:	Signed by: Seksit Niltub 552C6D1F933340C...	Sign:	Signed by: kate kennedy C7D2C9F212D7428...
Print Name:	Seksit Niltub	Print Name:	Kate Kennedy
Title:	Controller	Title:	Director of Advanced Learning
Date:	6/22/2026 | 8:16 AM PDT	Date:	6/18/2026 | 3:29 AM PDT
Email:	contracts@avid.org	Email:	kkennedy@chccs.k12.nc.us

AVID Center
5187 College Ave., Ste. 163
San Diego, CA 92115
Employer ID # 33-0522594

CONTRACT APPROVAL FORM

Please complete the form to ensure appropriate approval and workflow processing for all Contracts for Services PRIOR to engaging in services and/or activities. Once approved a purchase order MUST be put in place to ensure appropriate fiscal approval for the contract. This is to ensure faithful implementation of BOE Policy #6420.

SECTION 1: VENDOR and ACTIVITY INFORMATION

VENDOR NAME: Avid Center VENDOR #: 88700 or NEW[1]: No

TYPE of CONTRACT:
See Chart of Accounts (CoA) for detailed object code descriptions

Services (311) ☐ Professional Development (312) ☑ Technical Support (319) ☐

Land/Building Repair (325) ☐ Repair/Maintenance (326) ☐ Rentals (327) ☐

Software (418) ☐ Vehicle/Equipment/Repair/Parts/Labor (422) ☐

Building Purchase (521) ☐ General Contract: Remodel/Renovation (522) ☐

HVAC Contract (523) ☐ Electrical Contract (524) ☐ Plumbing Contract (525) ☐

☑ Other (Description & 3-Digit Code from CoA) Membership Fee (361)

ESTIMATED TOTAL COST: $304,685

ESTIMATED LENGTH OF SERVICE 3 Years **Greater than 1 Year:** Yes

BUDGET CODE(S):

2.5330.069.361.000.532.00.0, 2.5870.024.312.000.532.00.0

2.5330.069.361.300.532.00.0, 2.5330.069.361.304.532.00.0, 2.5330.069.361.305.532.00.0, 2.5330.069.361.308.532.00.0, 2.5330.069.361.309.532.00.0, 2.5330.069.361.310.532.00.0, 2.5330.069.361.311.532.00.0, 2.5330.069.361.312.532.00.0, 2.5330.069.361.314.532.00.0, 2.5330.069.361.316.532.00.0, 2.5330.069.361.320.532.00.0, 2.5330.069.361.322.532.00.0, 2.5330.069.361.324.532.00.0, 2.5330.069.361.326.532.00.0, 2.5330.069.361.330.532.00.0, 2.5330.069.361.332.532.00.0, 2.5330.069.361.334.532.00.0, 2.5330.069.361.336.532.00.0, 2.5870.024.312.304.532.00.0, 2.5870.024.312.310.532.00.0, 2.5870.024.312.311.532.00.0, 2.5870.024.312.312.532.00.0, 2.5870.024.312.316.532.00.0, 2.5870.024.312.320.532.00.0, 2.5870.024.312.326.532.00.0, 2.5870.024.312.330.532.00.0, 2.5870.024.312.332.532.00.0, 2.5870.024.312.334.532.00.0

BRIEF DESCRIPTION of SERVICES:

Avid PD and Membership fee for 3 years.

SECTION 2: ATTORNEY REVIEW

If the contract is greater than $89,999, it must be reviewed by our attorney before beginning the approval process.

☑ Reviewed by Attorney Eva Dubuisson (Type Name of Reviewing Attorney) 4/30/2026 (Date)

Revised: 11/21/24

SECTION 4: APPROVAL WORKFLOW

Please obtain the appropriate signatures, IN ORDER; as outlined below based on Total Contract Value, then send this form and its associated contract to the Contract and Procurement Manager for pre-auditing:

Less than $5,000:

K Kennedy	Katheryn Kennedy	4/29/2026
Principal/Director	Print Name	Date

$5,000–$24,999:

Alicia H Curtis	Alicia Curtis	4/29/2026
Executive Director	Print Name	Date

$25,000–$49,999 (one signature from each department involved):

Robert Bales	Robert Bales	4/29/2026
Cabinet Level	Print Name	Date
Cabinet Level	Print Name	Date

SECTION 5: SUPERINTENDENT & BOARD OF EDUCATION APPROVAL WORKFLOW

Once the contract is pre-audited by the Chief Financial Officer, if it is in the budget ranges below:

$50,000–$89,999:

Superintendent	Print Name	Date

Greater than $89,999 (Board of Education Approval Required[2]):

☑ Board of Education Abstract and Support Attached[3]

Superintendent Authorization to move forward to the Board	Date

Proposed Date for BOE Meeting and Approval: _____

BIDDING REQUIREMENTS:

Less than $30,000: Purchases should be made under conditions that foster competition among potential vendors

$30,000–$89,999: Informal bidding process as outlined in Board Policy 6430

Greater than $89,999: Formal bidding process as outlined in Board Policy 6430

[1] If new vendor please submit a vendor creation request to the Contract and Procurement Manager.

[2] Per Policy #6420 and #6430 BOE approval required if any funds for any single vendor MAY be greater than $90,000 in any single fiscal year.

[3] Complete BOE Abstract, Proposed Contract, and Supporting documents should be attached to form, only after Superintendent preliminary approval will the contract be submitted to the Board for approval at its next available meeting as determined by the Superintendent. Please allow for appropriate time in planning activities and service date start.

Revised: 11/21/24

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CHAPEL HILL-CARRBORO CITY SCHOOLS BOARD OF EDUCATION
CONTRACT FOR SERVICES

This contract for Professional Development and membership services (the "Contract") is made and entered into this 29th day of April, 2026, between the Chapel Hill-Carrboro City Schools Board of Education (the "School System"), 750 South Merritt Mill Road, Chapel Hill, NC 27516, and Avid Center (the "Provider"), 9797 Aero Drive Suite 100 San Diego, CA 92123 (each a "Party", and collectively the "Parties").

For and in consideration of the mutual promises set forth in the Contract the Parties do mutually agree as follows:

1. Obligations of Provider. Provider hereby agrees to provide services to the School System as follows: AVID products and services, including educational resources and professional development, as set forth in more detail in Exhibit A.

   1.1. Scope of Work. Work will be completed in a timely manner acceptable to the School System in full compliance with the terms and conditions of this Contract, including any documents incorporated by reference.

   1.2. Records Maintenance. Provider shall maintain written documentation of any service provided, including any required documentation meeting the requirements of applicable federal, state and local laws and regulations.

2. Obligations of the School System.

   2.1. The School System hereby agrees to compensate Provider at a rate or in the amount of up to $136,320.00 for the products and services listed in Exhibit A.

3. Term. The services described in the Contract will be provided from July 1st, 2026 to June 30th, 2027 unless sooner terminated as herein provided.

4. Invoices. Provider shall provide the School System with invoice(s) itemized by service provided and the amount owed, along with any supporting documentation that may be requested in advance by the School System. The School System shall process payments to Provider within forty-five (45) days of submission of such invoice(s). Invoices should be sent to invoices@chccs.k12.nc.us, for review and approval. In the event of inclement weather, fire, power failure, or other similar occurrence, which may necessitate the cancellation of the delivery of the service(s), and an alternate date cannot be agreed upon, the School System will be under no obligation to compensate Provider for services not rendered.

5. Termination for Convenience. The School System may terminate this Contract at any time at its complete discretion upon twenty (20) calendar days' notice in writing from the School System to Provider prior to the date of termination.

6. Termination for Default. At any time, the School System may terminate this Contract immediately and without prior notice if Provider is unable to meet goals and timetables or if the School System is dissatisfied with the quality of services provided.

7. Contract Funding. It is understood and agreed between Provider and the School System that the School System's payment obligation under this Contract is contingent upon the availability of appropriated funds from which payment for Contract purposes can be made.

8. Insurance. Provider agrees to maintain Commercial General Liability in amount of $1,000,000 each occurrence, with $2,000,000 General Aggregate. Provider shall maintain Workers Compensation in the required statutory amount for all employees participating in the provision of services under this Contract. Certificates of such insurance shall be furnished by Provider to the School System upon request and shall contain an endorsement to provide the School System at least ten (10) days' written notice of any intent to cancel or terminate by either Provider or the insuring company. Failure to furnish insurance certificates or maintain such insurance shall be a default under this Contract and shall be grounds for immediate termination of this Contract.

9. Taxes. Provider shall pay all federal, state, and FICA taxes for all employees participating in the provision of services under this Contract.

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10. Monitoring and Auditing. Provider shall cooperate with the School System, or with any other person or agency as directed by the School System, in monitoring, auditing, or investigating activities related to this Contract. Provider shall permit the School System to evaluate all activities conducted under this contract as dictated by the School System. Provider shall provide auditors retained by the School System with access to any directly pertinent records and files related to the provision of services under this Contract. The School System agrees that its auditors will maintain the confidentiality of any identified and actual trade secrets of Provider accessed during an audit conducted under this Contract.

11. Confidentiality of Student Information. Provider agrees that all student records or personally identifiable information contained in student records that may be obtained in the course of providing services to the School System under this Contract shall be subject to the confidentiality and disclosure provisions of applicable federal and state statutes and regulations as well as the School System's policies. All student records shall be kept in a secure location preventing access by unauthorized individuals. Provider will maintain an access log delineating date, time, agency, and identity of any individual accessing student records who is not in the direct employ of Provider. Provider shall not forward to any person other than Provider shall not forward to any person other than parent, School System, or subprocessor National Student Clearinghouse any student record or personally identifiable information obtained from a student record (including, but not limited to, the student's identity) without the written consent of the School System. Upon termination of this Contract, Provider shall turn over to the School System all student records or personally identifiable information about students obtained by Provider while providing services under this Contract.

12. Lunsford Act. Provider acknowledges that G.S. § 14-208.18 prohibits anyone required to register as a sex offender under Article 27A of Chapter 14 of the General Statutes from knowingly being on the premises of any school. Provider shall conduct or arrange to have conducted, at its own expense, sexual offender registry checks on each of its owners, employees, agents and subcontractors ("contractual personnel") who will engage in any service on School System property or at a School System sponsored event, except checks shall not be required for individuals who are solely delivering or picking up equipment, materials, or supplies at: (1) the administrative office or loading dock of a school; (2) non-school sites; (3) schools closed for renovation; or (4) school construction sites. The checks shall include at a minimum checks of the State Sex Offender and Public Protection Registration Program, the State Sexually Violent Predator Registration Program, and the National Sex Offender Registry ("the Registries"). For Provider's convenience only, all of the required registry checks may be completed at no cost by accessing the United States Department of Justice Sex Offender Public Website at http://www.nsopw.gov/. Provider shall provide certification on the Sexual Offender Registry Check Certification Form that the registry checks were conducted on each of its contractual personnel providing services or delivering goods under this Contract within thirty (30) days of Provider's execution of the Contract and prior to performing any services on School System property. In addition, Provider agrees to conduct the registry checks and provide a supplemental certification form before any additional contractual personnel are used to provide services pursuant to this Contract. Provider further agrees to conduct annual registry checks of all contractual personnel and provide annual certifications at each anniversary date of this Contract. Provider shall not assign any individual to provide services pursuant to this Contract if said individual appears on any of the listed registries. Provider agrees that it will maintain all records and documents necessary to demonstrate that it has conducted a thorough check of the registries as to each contractual personnel, and agrees to provide such records and documents to the School System upon request. If requested by the School System, the Provider shall provide sufficient background information regarding any or all contractual personnel who may perform services under this contract in order to allow the School System to perform a criminal background check on each individual at the School System's expense. The School System reserves the right to prohibit any contractual personnel of Provider from providing services under this Contract if the School System determines, in its sole discretion, that such contractual personnel may pose a threat to the safety or well-being of students, school personnel or others, or if such contractual personnel may otherwise pose a risk to the School System's operations. Failure to comply with the terms of this provision shall be deemed a material breach of the Contract.

13. Indemnification. Provider shall indemnify and hold harmless the School System and its agents and employees from and against all claims, actions, demands, costs, damages, losses, and/or expenses of any kind whatsoever proximately resulting directly from negligence by Provider or its agents and/or

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employees, including but not limited to court costs and attorney's fees, incurred in connection with the defense of said matters. The Parties agree that this indemnification clause is an "evidence of indebtedness" for purpose of N. C. Gen. Stat. § 6-21.2.

14. Relationship of Parties. Provider shall be an independent contractor of the School System, and nothing herein shall be construed as creating a partnership or joint venture; nor shall any employee of Provider be construed as an employee, agent, or principal of the School System.

15. Compliance with Applicable Laws. Provider shall comply with all applicable laws and regulations in providing services under this Contract. In particular, Provider shall not employ any individuals to provide services to the School System who are not authorized by federal law to work in the United States. Provider represents and warrants that it is aware of and in compliance with the Immigration Reform and Control Act and North Carolina law (Article 2 of Chapter 64 of the North Carolina General Statutes) requiring use of the E-Verify system for employers who employ twenty-five (25) or more employees and that it is and will remain in compliance with these laws at all times while providing services pursuant to this Contract. Provider shall also ensure that any of its subcontractors (of any tier) will remain in compliance with these laws at all times while providing subcontracted services in connection with this Contract. Provider is responsible for the Affordable Care Act and accompanying IRS and Treasury Department regulations for Provider's employees.

16. Restricted Companies List. Provider represents that as of the date of this Contract, Provider is not included on the Final Divestment List created by the North Carolina State Treasurer pursuant to N.C. Gen. Stat. § 147-86.58. Provider also represents that as of the date of this Contract, Provider is not included on the list of restricted companies determined to be engaged in a boycott of Israel created by the North Carolina State Treasurer pursuant to N.C. Gen. Stat. § 147-86.81.

17. Anti-Nepotism. Unless disclosed to the School System in writing prior to the Board's approval and execution of the Contract, Provider warrants that, to the best of its knowledge and in the exercise of due diligence, none of its corporate officers, directors, or trustees and none of its employees who will directly provide services under this Contract are immediate family members of any member of the Chapel Hill-Carrboro City Schools Board of Education or of any principal or central office staff administrator employed by the School System. For purposes of this provision, "immediate family" means spouse, parent, child, brother, sister, grandparent, or grandchild, and includes step, half, and in-law relationships. Should Provider become aware of any family relationship covered by this provision or should such a family relationship arise at any time during the term of this Contract, Provider shall immediately disclose the family relationship in writing to the Superintendent. Unless disclosed prior to the execution of the Contract or formally waived by the Chapel Hill-Carrboro City Schools Board of Education at a Board meeting, the existence of a family relationship covered by this Contract is grounds for immediate termination by the School System without further financial liability to Provider.

18. Gift Prohibition. Provider acknowledges that it is subject to N.C.G.S. §§ 14-234 and 133-32, which prohibit providers from providing items of value to School System officials and employees under various circumstances. N.C.G.S. § 14-234, in pertinent part, prohibits providers from providing to specific School System officers/employees a gift, favor, reward, service, or promise of reward in exchange for recommending influencing or attempting to influence the award of a contract. N.C.G.S. § 133-32, in pertinent part, bars provision of gifts or favors to specific School System officers/employees by a contractor who has a contract, has performed under a contract in the last year, or anticipates bidding on a contract in the future. Provider covenants that no director, employee or agent of Provider, or any other person connected with Provider, has made, offered or given, either directly or indirectly, to any School System Board member, employee, or agent, or to any person connected with the School System, any gift, favor, or item of value in violation of either N.C.G.S. §§ 14-234 or 133-32. Provider agrees that a breach of this provision as identified by the School System may result in the School System's termination of this Contract without liability and/or at the School System's discretion, the recovery of any and all funds paid to Provider pursuant to this Contract. Provider further agrees that to the extent there exists any doubt as to whether its actions have violated, or could violate, this provision, Provider will promptly notify the School System so it can make a determination as to the propriety of the Provider's past or proposed future conduct.

19. Applicable School Board of Education Policies. Provider acknowledges that the Chapel Hill-Carrboro City Schools Board of Education has adopted policies governing conduct on School System property and

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agrees to abide by any and all relevant Board policies while on School System property. The Provider acknowledges that Board's policies are available on the School System's website.

20. Assignment. Provider shall not assign, subcontract, or otherwise transfer any interest in this Contract without the prior written approval of the School System.

21. Contract Modifications. This Contract may be amended only by written amendments duly executed by and between the School System and Provider.

22. North Carolina Law. North Carolina law will govern the interpretation and construction of the Contract.

23. Order of Precedence. The Parties do hereby agree that in the event of conflict between the terms and conditions of this Contract and the terms and conditions in an agreement entered into between the Parties at the same time as or prior to this Contract, the terms and conditions of this Contract shall prevail.

24. Entire Agreement. This Contract, including the purchase order, if any, used in connection herewith and any other document(s) expressly incorporated by reference as a part of this Contract, constitutes and expresses the entire agreement and understanding between the Parties concerning its subject matter. This Contract supersedes all prior and contemporaneous discussions, promises, representations, agreements and understandings relative to the subject matter of this Contract. To the extent there may be any conflict between the four corners of this Contract and other documents incorporated by reference herein, the terms of this Contract will control.

25. Attached Exhibits. The following documents, if any, are attached as Exhibits to this Contract and incorporated by reference herein:

    Exhibit A: Proposal Prepared for Chapel Hill-Carrboro City School District

    Exhibit B: Sexual Offender Registry Check Certification Form

    If there is any conflict between the terms of this document and the terms of the Exhibits, the terms of this Contract shall control.

26. Severability. If any provision of this Contract shall be declared invalid or unenforceable, the remainder of the Contract shall continue in full force and effect.

27. Counterparts and Execution. This Contract may be executed in any number of counterparts, each of which will be deemed an original but all of which together will constitute one and the same instrument. The Parties agree that computer scanned and/or faxed signatures or copies of this Contract will have the same validity and force as an "original".

28. Authority to Enter Contract. The person(s) executing this Contract on behalf of Provider have authority to do so as an official, binding act of Provider.

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SIGNATURE PAGE FOLLOWS

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IN WITNESS WHEREOF, the Parties have hereunto set their hands and seals the day and year first indicated above.

CHAPEL HILL-CARRBORO CITY SCHOOLS

Riza Jenkins
Board of Education Chair

AVID CENTER

Signed by:
Seksit Mltub
552C9D1F9333...
Authorized Signature

This instrument has been pre-audited in the manner required by the School Budget and Fiscal Control Act.

Digitally signed by Michael Eshleman
Date: 2026.08.07 13:29:09 -04'00'

School System Finance Officer Date

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Exhibit A

AVID Center

Products and Services Quote/Order

Quote/Order #: Q-94204
Client: Chapel Hill-Carrboro City Schools
Address: 750 S Merritt Mill Rd
Chapel Hill, NC 27516

Contact AVID Center
Phone: 1-833-AVID-CARE (1-833-284-3227)
Email: contracts@avid.org

Effective Date: July 01, 2026

Expiration Date: June 30, 2027

C & L McDougle Elem School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	$3,725.00	$3,725.00
1	AVID Weekly Elementary	$750.00	$0.00
1	Elementary Starter Package	$1,399.00	$1,399.00
1	Elementary Digital Library - 4 Licenses - Yearly	$899.00	$0.00
1	AVID STEM Connections	$750.00	$0.00
1	Welcome Kit - Elementary	$0.00	$0.00
4	AVID Summer Institute	$1,199.00	$4,796.00
		C & L McDougle Elem School SUBTOTAL:	**$9,920.00**

McDougle Middle School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	$4,435.00	$4,435.00
1	AVID EXCEL Benefit Package	$1,175.00	$1,175.00
		McDougle Middle School SUBTOTAL:	**$5,610.00**

Carrboro Elementary School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	$3,725.00	$3,725.00
1	AVID Weekly Elementary	$750.00	$0.00
1	Elementary Starter Package	$1,399.00	$1,399.00
1	Elementary Digital Library - 4 Licenses - Yearly	$899.00	$0.00
1	AVID STEM Connections	$750.00	$0.00
1	Welcome Kit - Elementary	$0.00	$0.00
4	AVID Summer Institute	$1,199.00	$4,796.00

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Carrboro Elementary School SUBTOTAL:	**$9,920.00**

Carrboro High School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	$4,435.00	$4,435.00
		Carrboro High School SUBTOTAL:	**$4,435.00**

Chapel Hill High School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	$4,435.00	$4,435.00
		Chapel Hill High School SUBTOTAL:	**$4,435.00**

East Chapel Hill High School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	$4,435.00	$4,435.00
		East Chapel Hill High School SUBTOTAL:	**$4,435.00**

Elizabeth Seawell Elem School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	$3,725.00	$3,725.00
1	AVID Weekly Elementary	$750.00	$0.00
1	Elementary Starter Package	$1,399.00	$1,399.00
1	Elementary Digital Library - 4 Licenses - Yearly	$899.00	$0.00
1	AVID STEM Connections	$750.00	$0.00
1	Welcome Kit - Elementary	$0.00	$0.00
4	AVID Summer Institute	$1,199.00	$4,796.00
		Elizabeth Seawell Elem School SUBTOTAL:	**$9,920.00**

Ephesus Road Elementary School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	$3,725.00	$3,725.00
1	AVID Weekly Elementary	$750.00	$0.00
1	Elementary Starter Package	$1,399.00	$1,399.00
1	Elementary Digital Library - 4 Licenses - Yearly	$899.00	$0.00
1	AVID STEM Connections	$750.00	$0.00
1	Welcome Kit - Elementary	$0.00	$0.00

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4	AVID Summer Institute	$1,199.00	$4,796.00
		Ephesus Road Elementary School SUBTOTAL:	**$9,920.00**

Estes Hills Elementary School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	$3,725.00	$3,725.00
1	AVID Weekly Elementary	$750.00	$0.00
1	Elementary Starter Package	$1,399.00	$1,399.00
1	Elementary Digital Library - 4 Licenses - Yearly	$899.00	$0.00
1	AVID STEM Connections	$750.00	$0.00
1	Welcome Kit - Elementary	$0.00	$0.00
4	AVID Summer Institute	$1,199.00	$4,796.00
		Estes Hills Elementary School SUBTOTAL:	**$9,920.00**

Frank P Graham Elem School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	$3,725.00	$3,725.00
1	AVID Weekly Elementary	$750.00	$0.00
1	Elementary Starter Package	$1,399.00	$1,399.00
1	Elementary Digital Library - 4 Licenses - Yearly	$899.00	$0.00
1	AVID STEM Connections	$750.00	$0.00
1	Welcome Kit - Elementary	$0.00	$0.00
4	AVID Summer Institute	$1,199.00	$4,796.00
		Frank P Graham Elem School SUBTOTAL:	**$9,920.00**

Glenwood Elementary School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	$3,725.00	$3,725.00
1	AVID Weekly Elementary	$750.00	$0.00
1	Elementary Starter Package	$1,399.00	$1,399.00
1	Elementary Digital Library - 4 Licenses - Yearly	$899.00	$0.00
1	AVID STEM Connections	$750.00	$0.00
1	Welcome Kit - Elementary	$0.00	$0.00
4	AVID Summer Institute	$1,199.00	$4,796.00
		Glenwood Elementary School SUBTOTAL:	**$9,920.00**

Culbreth Middle School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE

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1	AVID Membership Fees Secondary	$4,435.00	$4,435.00
1	AVID EXCEL Benefit Package	$1,175.00	$1,175.00
		Culbreth Middle School SUBTOTAL:	**$5,610.00**

Phillips Middle School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	$4,435.00	$4,435.00
		Phillips Middle School SUBTOTAL:	**$4,435.00**

Mary Scroggs Elementary School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	$3,725.00	$3,725.00
1	AVID Weekly Elementary	$750.00	$0.00
1	Elementary Starter Package	$1,399.00	$1,399.00
1	Elementary Digital Library - 4 Licenses - Yearly	$899.00	$0.00
1	AVID STEM Connections	$750.00	$0.00
1	Welcome Kit - Elementary	$0.00	$0.00
4	AVID Summer Institute	$1,199.00	$4,796.00
		Mary Scroggs Elementary School SUBTOTAL:	**$9,920.00**

Mel & Zora Rashkis Elem School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	$3,725.00	$3,725.00
1	AVID Weekly Elementary	$750.00	$0.00
1	Elementary Starter Package	$1,399.00	$1,399.00
1	Elementary Digital Library - 4 Licenses - Yearly	$899.00	$0.00
1	AVID STEM Connections	$750.00	$0.00
1	Welcome Kit - Elementary	$0.00	$0.00
4	AVID Summer Institute	$1,199.00	$4,796.00
		Mel & Zora Rashkis Elem School SUBTOTAL:	**$9,920.00**

Morris Grove Elementary School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	$3,725.00	$3,725.00
1	AVID Weekly Elementary	$750.00	$0.00
1	Elementary Starter Package	$1,399.00	$1,399.00
1	Elementary Digital Library - 4 Licenses - Yearly	$899.00	$0.00
1	AVID STEM Connections	$750.00	$0.00

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1	Welcome Kit - Elementary	$0.00	$0.00
4	AVID Summer Institute	$1,199.00	$4,796.00
		Morris Grove Elementary School SUBTOTAL:	**$9,920.00**

Northside Elementary School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	$3,725.00	$3,725.00
1	AVID Weekly Elementary	$750.00	$0.00
		Northside Elementary School SUBTOTAL:	**$3,725.00**

Smith Middle School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	$4,435.00	$4,435.00
		Smith Middle School SUBTOTAL:	**$4,435.00**

TOTAL: $136,320.00

plus all applicable taxes

Additional Comments:

N/A

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This AVID Center Products and Services Quote/Order is a Subsequent Quote/Order as defined in the General Terms and Conditions previously agreed to by AVID Center and the "Client" identified above ("Ts&Cs"). This Quote/Order and any exhibits or attachments hereto, together with the Ts&Cs (including the definitions of terms set forth at https://www.avid.org/Page/3290 or another location on AVID Center's website designated by AVID Center), supersedes all previous Quote/Orders and constitutes a binding agreement between AVID Center and Client with respect to the AVID Products and Services specified above. Certain AVID Products and Services may be cancelled by Client as set forth in AVID Center's Rest Assured Policy at https://www.avid.org/rest-assured-policy.

AVID Center is committed to assisting Client with a successful implementation. Additional information regarding professional learning registrations is listed below:

- Newly implementing AVID sites are best supported by a core site team of educators – at least 8 for AVID Secondary or 4 for AVID Elementary. In the initial year of implementation, Client agrees to enroll participants into AVID Summer Institute ("SI") equal to the minimum core site team described herein, unless AVID Center agrees otherwise on this Quote/Order. If other professional learning events are taken instead of SI, prices will be adjusted accordingly upon completion of the training event.
- For each existing site in year 2 and beyond of AVID implementation, Client agrees to enroll one (1) participant into AVID Ignite, unless Client notifies otherwise. If a participant is not enrolled or a registrant does not attend, Client will receive a voucher to be used for AVID Ignite in the following summer after payment has been received.

Client will be invoiced for the greater of the number of participants from a site registered for the event or committed to on this Quote/Order. No payment is due at the time of execution of this Quote/Order, notwithstanding anything to the contrary in the General Terms and Conditions. At the time of invoicing, AVID Center will verify registration fees for each site listed on this Quote/Order and any registrations which have been previously paid will be removed from the invoice. Payment will be due within thirty (30) days following receipt of AVID Center's invoice related to this Quote/Order. Each party has caused this Quote/Order to be signed by its duly authorized representative. The terms of this Quote/Order will control in the event of a conflict with any terms or conditions set forth in any purchase order or other document or communication from Client and any such terms and conditions are hereby rejected by AVID Center and of no effect.

AVID Center, a California Non-Profit Corporation 501(c)(3)		Chapel Hill-Carrboro City Schools	
Sign:	Signed by: Seksit Niltub 552C6D1F933340C...	Sign:	Signed by: kate kennedy C7D2C9F212D7428...
Print Name:	Seksit Niltub	Print Name:	Kate Kennedy
Title:	Controller	Title:	Director of Advanced Learning
Date:	6/22/2026 | 8:16 AM PDT	Date:	6/18/2026 | 3:29 AM PDT
Email:	contracts@avid.org	Email:	kkennedy@chccs.k12.nc.us

AVID Center
5187 College Ave., Ste. 163
San Diego, CA 92115
Employer ID # 33-0522594

Docusign Envelope ID: CDA3BACB-3AF4-85B3-8022-F681583830C9

Exhibit B

Sexual Offender Registry Check Certification Form

PLEASE SUBMIT THIS FORM TO YOUR SCHOOL SYSTEM'S REPRESENTATIVE

Project Name: Year Professional Development and Membership Contract: 2026–2027

Check the appropriate box to indicate the type of check:

☒Initial ☐Supplemental ☐Annual

I, Eduardo Mogollan (Name), Manager, People Operations (Title), of AVID Center, hereby certify that I have performed all of the required sexual offender registry checks required under this Contract for all contractual personnel (employees, agents, ownership personnel, or contractors) who may be used to deliver goods or provide services under this Contract, including the North Carolina Sex Offender and Public Protection Registration Program, the North Carolina Sexually Violent Predator Registration Program, and the National Sex Offender Registry (Note: all of the required registry checks may be completed at no cost by accessing the United States Department of Justice Sex Offender Public Website at http://www.nsopw.gov/). I further certify that none of the individuals listed below appears on any of the above-named registries and that I will not assign any individual to deliver goods or perform services under this Contract if said individual appears on any of the sex offender registries. I agree to maintain all records and documents associated with these registry checks, and that I will provide such records and documents to the School System upon request. I specifically acknowledge that the School System retains the right to audit these records to ensure compliance with this section at any time in the School System's sole discretion. I acknowledge that I am required to perform these checks and provide this certification form before any work is performed under the Contract (initial check), any time additional contractual personnel may perform work under the Contract (supplemental check), and at each anniversary date of the Contract (annual check).

#	Contractual Personnel Names	Job Title
1.	Travis Beverly	Implementation Strategist
2.	William Hennessee	Implementation Strategist
3.		
4.		
5.		
6.		
7.		
8.		

(attach additional pages if needed)

I attest that the forgoing information is true and accurate to the best of my knowledge.

Eduardo Mogollan (print name)

Signed by: Eduardo Mogollan D83F2D852FBC4D8... (signature / date)

Board of Education Agenda Abstract

Meeting Date: October 1, 2026
Agenda Type: Consent

Subject: Recommendation for Approval of the contract with NCH Corporation d/b/a Chemsearch FE, Inc for water treatment services fiscal year 2026-2027.

Division:	Operations	**Department:**	Operations and Facilities
Person Responsible:	Andre Stewart, Chuck Williams	**Feedback Requested From:**	Attorney

Strategic Plan Alignment: Equitable and Transparent Fiscal Stewardship and Operations

Previous Work Session (Y/N):	No	Date:
Previous Discussion and Action (Y/N):	No	Date:

Attachment(s):
Northampton Generic Service Contract Version 1, 4-14-20 revisions (R2104124.DOCX;1).pdf
Microsoft Word - Sole Source Letter FE_CS 12000LTT 9-11-25.pdf

PURPOSE:
Request for Approval – Contract with NCH Corporation d/b/a Chemsearch FE, Inc for water treatment services fiscal year 2026-2027.

BACKGROUND:
To ensure ongoing maintenance, efficiency, and protection of closed loop HVAC systems district-wide, the Operations Team requests approval to enter into a contract with NCH Corporation d/b/a Chemsearch FE, Inc for professional water treatment services. In Fiscal Year 2020/2021, NCH Corporation was selected as the low bid vendor for installation of mechanical pumps that distribute chemicals for these systems. NCH Corporation remains the sole source provider for both the mechanical pumps and necessary chemicals used in treating the district's closed loop HVAC systems. The Operations Team is seeking approval for a contract in the amount of $108,497.08 for water treatment services for fiscal year 2026/2027. To date, the district has paid or encumbered $0.00 with NCH Corporation d/b/a Chemsearch FE, Inc during fiscal year 2026/2027.

FINANCIAL IMPACT:
Funds are available through Deferred Maintenance.

PERSONNEL IMPACT:
None

SUGGESTED ACTION: Seeking CHCCS Board of Education Approval of the contract with

NCH Corporation d/b/a Chemsearch FE, Inc in the amount of $108,497.08.

RESOLUTION: Be it, therefore, resolved that the Board of Education approves the contract with NCH Corporation d/b/a Chemsearch FE, Inc in the amount of $108,497.08.

CHAPEL HILL-CARRBORO CITY SCHOOLS BARD OF EDUCATION
CONTRACT FOR SERVICES

This contract for water treatment services (the "Contract") is made and entered into this 1st day of October, 2026, between the Chapel Hill-Carrboro City Schools Board of Education (the "School System"), 750 South Merritt Mill Road, Chapel Hill, NC 27516, and NCH Corporation d/b/a Chemsearch FE (the "Provider"), PO Box 152170, Irving, TX 75015-2170 (each a "Party", and collectively the "Parties").

For and in consideration of the mutual promises set forth in the Contract the Parties do mutually agree as follows:

1. Obligations of Provider. Provider hereby agrees to provide services to the School System as follows:

   1.1. Scope of Work. See Exhibit A. Work will be completed in a timely manner acceptable to the School System in full compliance with the terms and conditions of this Contract, including any documents incorporated by reference.

   1.2. Qualifications of Provider. Provider warrants that all agents or employees of Provider who will provide services under this Contract will be fully qualified, possess any requisite licenses, and otherwise be legally entitled to perform the services provided, and shall exercise the skill and care customarily exercised by duly licensed and qualified providers of the same or similar services.

   1.3. Records Maintenance. Provider shall maintain written documentation of any service provided, including any required documentation meeting the requirements of applicable federal, state and local laws and regulations.

2. Obligations of the School System.

   2.1. Compensation. The School System hereby agrees to compensate Provider at a rate or in the amount of $9,041.42 per month for services rendered, with total payments not to exceed $108,497.08 plus any applicable taxes. With the School System's written consent, payments may be made in monthly installments for work performed and accepted during the previous month.

3. Term. The services described in the Contract will be provided from July 1st, 2026 through June 30th, 2027 unless sooner terminated as herein provided.

4. Invoices. The School System hereby agrees to compensate Provider amounts as specified in Section 2 once all services have been rendered in accordance with the terms of this Contract. Provider shall provide the School System with invoice(s) itemized by service provided the number of hours worked and by whom, the date(s) that services were provided, and the amount owed, along with any supporting documentation that may be requested in advance by the School System. The School System shall process payments to Provider within forty-five (45) days of submission of such invoice(s). Invoices should be sent to invoices@chccs.k12.nc.us, for review and approval. In the event of inclement weather, fire, power failure, or other similar occurrence, which may necessitate the cancellation of the delivery of the service(s), and an alternate date cannot be agreed upon, the School System will be under no obligation to compensate Provider for services not rendered.

5. Termination for Convenience. The School System may terminate this Contract at any time at its complete discretion upon twenty (20) calendar days' notice in writing from the School System to Provider prior to the date of termination. In addition, all finished or unfinished documents and other materials produced by Provider pursuant to this Contract shall, at the request of the School System be turned over to it and become its property. If the Contract is terminated by the School System in accordance with this section, the School System will pay Provider at the rate set out in Section 2.1 for all services performed as of the date of termination.

6. Termination for Default. At any time, the School System may terminate this Contract immediately and without prior notice if Provider is unable to meet goals and timetables or if the School System is dissatisfied with the quality of services provided.

7. Contract Funding. It is understood and agreed between Provider and the School System that the School System's payment obligation under this Contract is contingent upon the availability of appropriated funds from which payment for Contract purposes can be made.

8. Insurance. Provider agrees to maintain Commercial General Liability in amount of $1,000,000 each occurrence, with $2,000,000 General Aggregate. Provider shall maintain $1,000,000 in automobile liability, and other appropriate insurance, as well as Workers Compensation in the required statutory amount for all employees participating in the provision of services under this Contract. Certificates of such insurance shall be furnished by Provider to the School System upon request and shall contain an endorsement to provide the School System at least ten (10) days' written notice of any intent to cancel or terminate by either Provider or the insuring company. Failure to furnish insurance certificates or maintain such insurance shall be a default under this Contract and shall be grounds for immediate termination of this Contract.

9. Taxes. Provider shall pay all federal, state, and FICA taxes for all employees participating in the provision of services under this Contract.

10. Monitoring and Auditing. Provider shall cooperate with the School System, or with any other person or agency as directed by the School System, in monitoring, auditing, or investigating activities related to this Contract. Provider shall permit the School System to evaluate all activities conducted under this contract as dictated by the School System. Provider shall provide auditors retained by the School System with access to any records and files related to the provision of services under this Contract. The School System agrees that its auditors will maintain the confidentiality of any identified and actual trade secrets of Provider accessed during an audit conducted under this Contract.

11. Confidentiality of Student Information. Provider agrees that all student records or personally identifiable information contained in student records that may be obtained in the course of providing services to the School System under this Contract shall be subject to the confidentiality and disclosure provisions of applicable federal and state statutes and regulations as well as the School System's policies. All student records shall be kept in a secure location preventing access by unauthorized individuals. Provider will maintain an access log delineating date, time, agency, and identity of any individual accessing student records who is not in the direct employ of Provider. Provider shall not forward to any person other than parent or the School System any student record or personally identifiable information obtained from a student record (including, but not limited to, the student's identity) without the written consent of the School System. Upon termination of this Contract, Provider shall turn over to the School System all student records or personally identifiable information about students obtained by Provider while providing services under this Contract. Nothing in this Contract gives Provider any right to access any student records or personally identifiable information.

12. Lunsford Act. Provider acknowledges that G.S. § 14-208.18 prohibits anyone required to register as a sex offender under Article 27A of Chapter 14 of the General Statutes from knowingly being on the premises of any school. Provider shall conduct or arrange to have conducted, at its own expense, sexual offender registry checks on each of its owners, employees, agents and subcontractors ("contractual personnel") who will engage in any service on School System property or at a School System sponsored event, except checks shall not be required for individuals who are solely delivering or picking up equipment, materials, or supplies at: (1) the administrative office or loading dock of a school; (2) non-school sites; (3) schools closed for renovation; or (4) school construction sites. The checks shall include at a minimum checks of the State Sex Offender and Public Protection Registration Program, the State Sexually Violent Predator Registration Program, and the National Sex Offender Registry ("the Registries"). For Provider's convenience only, all of the required registry checks may be completed at no cost by accessing the United States Department of Justice Sex Offender Public Website at *http://www.nsopw.gov/*. Provider shall provide certification on the Sexual Offender Registry Check Certification Form (Exhibit B) that the registry checks were conducted on each of its contractual personnel providing services or delivering goods under this Contract within thirty (30) days of Provider's execution of the Contract and prior to performing any services on School System property. In addition, Provider agrees to conduct the registry checks and provide a supplemental certification form before any additional contractual personnel are used to provide services pursuant to this Contract. Provider further agrees to conduct annual registry checks of all contractual personnel and provide annual certifications at each anniversary date of this Contract. Provider shall not assign any individual to provide services pursuant to this Contract if said individual appears on any of the listed registries. Provider agrees that it will maintain all records and documents necessary to demonstrate that it has conducted a thorough check of the registries as to each contractual personnel, and agrees to provide such records and documents to the School System upon request. If requested by the School System, the Provider shall provide sufficient

background information regarding any or all contractual personnel who may perform services under this contract in order to allow the School System to perform a criminal background check on each individual at the School System's expense. The School System reserves the right to prohibit any contractual personnel of Provider from providing services under this Contract if the School System determines, in its sole discretion, that such contractual personnel may pose a threat to the safety or well-being of students, school personnel or others, or if such contractual personnel may otherwise pose a risk to the School System's operations. Failure to comply with the terms of this provision shall be deemed a material breach of the Contract.

13. Indemnification. Provider shall indemnify and hold harmless the School System and its agents and employees from and against all claims, actions, demands, costs, damages, losses, and/or expenses of any kind whatsoever proximately resulting from the omission or commission of any act, lawful or unlawful, by Provider or its agents and/or employees, including but not limited to court costs and attorney's fees, incurred in connection with the defense of said matters. The Parties agree that this indemnification clause is an "evidence of indebtedness" for purpose of N. C. Gen. Stat. § 6-21.2.

14. Relationship of Parties. Provider shall be an independent contractor of the School System, and nothing herein shall be construed as creating a partnership or joint venture; nor shall any employee of Provider be construed as an employee, agent, or principal of the School System.

15. Compliance with Applicable Laws. Provider shall comply with all applicable laws and regulations in providing services under this Contract. In particular, Provider shall not employ any individuals to provide services to the School System who are not authorized by federal law to work in the United States. Provider represents and warrants that it is aware of and in compliance with the Immigration Reform and Control Act and North Carolina law (Article 2 of Chapter 64 of the North Carolina General Statutes) requiring use of the E-Verify system for employers who employ twenty-five (25) or more employees and that it is and will remain in compliance with these laws at all times while providing services pursuant to this Contract. Provider shall also ensure that any of its subcontractors (of any tier) will remain in compliance with these laws at all times while providing subcontracted services in connection with this Contract. Provider is responsible for the Affordable Care Act and accompanying IRS and Treasury Department regulations for Provider's employees.

16. Restricted Companies List. Provider represents that as of the date of this Contract, Provider is not included on the Final Divestment List created by the North Carolina State Treasurer pursuant to N.C. Gen. Stat. § 147-86.58. Provider also represents that as of the date of this Contract, Provider is not included on the list of restricted companies determined to be engaged in a boycott of Israel created by the North Carolina State Treasurer pursuant to N.C. Gen. Stat. § 147-86.81.

17. Anti-Nepotism. Unless disclosed to the School System in writing prior to the Board's approval and execution of the Contract, Provider warrants that, to the best of its knowledge and in the exercise of due diligence, none of its corporate officers, directors, or trustees and none of its employees who will directly provide services under this Contract are immediate family members of any member of the Chapel Hill-Carrboro City Schools Board of Education or of any principal or central office staff administrator employed by the School System. For purposes of this provision, "immediate family" means spouse, parent, child, brother, sister, grandparent, or grandchild, and includes step, half, and in-law relationships. Should Provider become aware of any family relationship covered by this provision or should such a family relationship arise at any time during the term of this Contract, Provider shall immediately disclose the family relationship in writing to the Superintendent. Unless disclosed prior to the execution of the Contract or formally waived by the Chapel Hill-Carrboro City Schools Board of Education at a Board meeting, the existence of a family relationship covered by this Contract is grounds for immediate termination by the School System without further financial liability to Provider.

18. Gift Prohibition. Provider acknowledges that it is subject to N.C.G.S. §§ 14-234 and 133-32, which prohibit providers from providing items of value to School System officials and employees under various circumstances. N.C.G.S. § 14-234, in pertinent part, prohibits providers from providing to specific School System officers/employees a gift, favor, reward, service, or promise of reward in exchange for recommending influencing or attempting to influence the award of a contract. N.C.G.S. § 133-32, in pertinent part, bars provision of gifts or favors to specific School System officers/employees by a contractor who has a contract, has performed under a contract in the last year, or anticipates bidding on a contract in the future. Provider covenants that no director, employee or agent of Provider, or any other

person connected with Provider, has made, offered or given, either directly or indirectly, to any School System Board member, employee, or agent, or to any person connected with the School System, any gift, favor, or item of value in violation of either N.C.G.S. §§ 14-234 or 133-32. Provider agrees that a breach of this provision as identified by the School System may result in the School System's termination of this Contract without liability and/or at the School System's discretion, the recovery of any and all funds paid to Provider pursuant to this Contract. Provider further agrees that to the extent there exists any doubt as to whether its actions have violated, or could violate, this provision, Provider will promptly notify the School System so it can make a determination as to the propriety of the Provider's past or proposed future conduct.

19. Applicable School Board of Education Policies. Provider acknowledges that the Chapel Hill-Carrboro City Schools Board of Education has adopted policies governing conduct on School System property and agrees to abide by any and all relevant Board policies while on School System property. The Provider acknowledges that Board's policies are available on the School System's website.

20. Assignment. Provider shall not assign, subcontract, or otherwise transfer any interest in this Contract without the prior written approval of the School System.

21. Contract Modifications. This Contract may be amended only by written amendments duly executed by and between the School System and Provider.

22. North Carolina Law. North Carolina law will govern the interpretation and construction of the Contract.

23. Order of Precedence. The Parties do hereby agree that in the event of conflict between the terms and conditions of this Contract and the terms and conditions in an agreement entered into between the Parties at the same time as or prior to this Contract, the terms and conditions of this Contract shall prevail.

24. Entire Agreement. This Contract, including the purchase order, if any, used in connection herewith and any other document(s) expressly incorporated by reference as a part of this Contract, constitutes and expresses the entire agreement and understanding between the Parties concerning its subject matter. This Contract supersedes all prior and contemporaneous discussions, promises, representations, agreements and understandings relative to the subject matter of this Contract. To the extent there may be any conflict between the four corners of this Contract and other documents incorporated by reference herein, the terms of this Contract will control.

25. Attached Exhibits. The following documents, if any, are attached as Exhibits to this Contract and incorporated by reference herein:

    Exhibit A: Attached proposal

    Exhibit B: Sexual Offender Registry Check Certification Form

    If there is any conflict between the terms of this document and the terms of the Exhibits, the terms of this Contract shall control.

26. Severability. If any provision of this Contract shall be declared invalid or unenforceable, the remainder of the Contract shall continue in full force and effect.

27. Counterparts and Execution. This Contract may be executed in any number of counterparts, each of which will be deemed an original but all of which together will constitute one and the same instrument. The Parties agree that computer scanned and/or faxed signatures or copies of this Contract will have the same validity and force as an "original".

28. Authority to Enter Contract. The person(s) executing this Contract on behalf of Provider have authority to do so as an official, binding act of Provider.

REMAINDER OF PAGE INTENTIONALLY BLANK

SIGNATURE PAGE FOLLOWS

IN WITNESS WHEREOF, the Parties have hereunto set their hands and seals the day and year first indicated above.

CHAPEL HILL-CARRBORO CITY SCHOOLS

Riza Jenkins
Board of Education Chair

NCH CORPORATION D/B/A CHEMSEARCH FE

PB
Preston Bethea (Sep 22, 2026 09:35:33 EDT)
Authorized Signature

This instrument has been pre-audited in the manner required by the School Budget and Fiscal Control Act

Digitally signed by Michael Eshleman
Date: 2026.09.17 13:18:13 -04'00'

School System Finance Officer Date

4.6580.941.311.000.777.00.0
Budget Code

Water Treatment Program Agreement
Chapel Hill Carrboro City Schools

The Chemsearch FE Water Treatment Program is an important step in achieving efficient operation and extending the useful life of valuable cooling and heating equipment.

By this AGREEMENT, *Chapel Hill Carrboro City Schools* (hereinafter referred to as "Customer") agrees to purchase and *Chemsearch FE, Inc.* (hereinafter referred to as "Chemsearch FE") agrees to provide a professional Water Treatment Program for the SYSTEM(S) for an annual cost of $108,497.08. Program will be invoiced on a monthly basis for the amount of $9,041.42 plus tax.

The term of this AGREEMENT shall be for 12 months starting July 1, 2026 and ending June 30, 2027. This price quotation includes delivered products and services as outlined in the proposal, includes freight and handling costs, but does not include any taxes that may be applicable.

Chemsearch FE will have a representative visit Customer monthly to check the systems, collect water samples, and test the treated waters. A report documenting the results of the service visits and any recommendations will be provided to the designated personnel of customer.

During monthly service visits, Chemsearch's Representative will:

1. Perform on-site analysis of the water in all applicable systems and document findings.
2. Control Manual logs sheets will be reviewed and discussed with facility personnel.
3. Verification of proper operation of chemical feed/control equipment will be checked and adjustments and calibrations made where necessary.
4. Troubleshoot as required with written recommendations if existing equipment cannot be repaired on site.
5. An electronic service report will be provided at each service visit. This report will document the current system conditions and present recommendations for corrective measures.
6. The results of each service visit will be discussed with the appropriate facility personnel.
7. On site operator training will be provided as required.
8. Chemical inventory levels will be checked and noted on the report.
9. Provide corrosion & scale inhibitor and biocide product for all applicable cooling towers under normal conditions.
10. Semi-annual testing of closed loop systems with cartridge filter change.
11. Provide corrosion inhibitor for all applicable closed loop systems under normal conditions.
12. Install and integrate remote communication capability through external cellular router for all cooling tower Megatron XS controllers. Provide CHCCS access to WebAdvantage—a cloud-based monitoring and reporting service, for one year through Advantage Controls.

Customer agrees to permit Chemsearch FE reasonable access to its premises and the system to allow Chemsearch FE personnel to perform their services.

Customer agrees to perform routine cleaning of the systems covered in this agreement.



Customer agrees to perform maintenance and repairs of equipment as recommended by equipment manufacturer or mechanical contractor. If Chemsearch FE determines that repairs to the system are required to permit its products to effectively protect Customer's equipment, Customer agrees to cause such repairs to be made at its expense. Customer agrees to inform Chemsearch FE of modifications to the system or any design elements in the system such as dead-legs that would affect the flow of water through the equipment.

Chemsearch FE's treatment of biological growth is for the purpose of reducing the risk of that growth causing damage to the equipment or otherwise interfering with the operation of the system and is not meant to protect against health risks from exposure to biological growth.

Chemsearch FE has no responsibility for damages due to customer's failure to properly operate, maintain or repair equipment. Chemsearch FE is not responsible for damages due to Customer's failure to implement recommendations made by Chemsearch FE.

This AGREEMENT is effective as of the date it is signed and, and shall remain in effect until cancelled by either party submitting a 30-day written notice of cancellation. Customer will be responsible for payment of all products/equipment shipped and services rendered prior to cancellation of program. Upon cancellation, Customer must return all Chemsearch FE supplied equipment (which has not been separately purchased.) After the initial 12 months, and if business conditions warrant, Chemsearch FE may implement a general price increase to Customer which will be reflected on the next invoice to Customer.

AGREED TO on this 1st day of July, 2026.

By _____Preston Bethea_____

Chemsearch FE, Inc.
Building 5 North
P.O. Box 152170
Irving, TX 75015
1-800-527-9919

By _____

Customer

(Address) _____

_____

_____

(Phone) _____

Exhibit B

Sexual Offender Registry Check Certification Form

PLEASE SUBMIT THIS FORM TO YOUR SCHOOL SYSTEM'S REPRESENTATIVE

Project Name: 2026–2027 district water treatment program Contract: 2026–2027

Check the appropriate box to indicate the type of check:

☒Initial ☐Supplemental ☐Annual

I, Preston Bethea (Name), Account Manager (Title), of NCH Corporation d/b/a Chemsearch FE, hereby certify that I have performed all of the required sexual offender registry checks required under this Contract for all contractual personnel (employees, agents, ownership personnel, or contractors) who may be used to deliver goods or provide services under this Contract, including the North Carolina Sex Offender and Public Protection Registration Program, the North Carolina Sexually Violent Predator Registration Program, and the National Sex Offender Registry (Note: all of the required registry checks may be completed at no cost by accessing the United States Department of Justice Sex Offender Public Website at http://www.nsopw.gov/). I further certify that none of the individuals listed below appears on any of the above-named registries and that I will not assign any individual to deliver goods or perform services under this Contract if said individual appears on any of the sex offender registries. I agree to maintain all records and documents associated with these registry checks, and that I will provide such records and documents to the School System upon request. I specifically acknowledge that the School System retains the right to audit these records to ensure compliance with this section at any time in the School System's sole discretion. I acknowledge that I am required to perform these checks and provide this certification form before any work is performed under the Contract (initial check), any time additional contractual personnel may perform work under the Contract (supplemental check), and at each anniversary date of the Contract (annual check).

#	Contractual Personnel Names	Job Title
1.	Preston Bethea	Account Manager
2.		
3.		
4.		
5.		
6.		
7.		
8.		

(attach additional pages if needed)

I attest that the forgoing information is true and accurate to the best of my knowledge.

Preston Bethea (print name)

PB
Preston Bethea (Sep 22, 2026 09:35:33 EDT) 9/22/2026 (signature / date)

Contract- NCH Corporation (Chemsearch FE) annual 2026-2027 pre-audited

Final Audit Report 2026-09-22

Created:	2026-09-22
By:	Charles Williams (cwwilliams@chccs.k12.nc.us)
Status:	Signed
Transaction ID:	CBJCHBCAABAAh4qaMz_WenfalSbPNj3NLFD5rUDpsz_O

"Contract- NCH Corporation (Chemsearch FE) annual 2026-2027 pre-audited" History

Document digitally presigned by Michael Eshleman (meshleman@chccs.k12.nc.us)
2026-09-17 - 5:18:13 PM GMT

Document created by Charles Williams (cwwilliams@chccs.k12.nc.us)
2026-09-22 - 1:11:36 PM GMT

Document emailed to pbethea@solenis.com for signature
2026-09-22 - 1:13:19 PM GMT

Email viewed by pbethea@solenis.com
2026-09-22 - 1:30:26 PM GMT

Signer pbethea@solenis.com entered name at signing as Preston Bethea
2026-09-22 - 1:35:31 PM GMT

Document e-signed by Preston Bethea (pbethea@solenis.com)
Signature Date: 2026-09-22 - 1:35:33 PM GMT - Time Source: server - Signature Appearance Selected: MOBILE_DRAW

Agreement completed.
2026-09-22 - 1:35:33 PM GMT

CHEMSEARCH FE

SUBSIDIARIES THROUGHOUT
NORTH AMERICA ● SOUTH AMERICA ● EUROPE ● FAR EAST

Subject: Single Source Certification – Chemsearch 12000LTT

To Whom It May Concern:

Chemsearch FE is the manufacturer and sole distributor of our products. In regard to our product, Chemsearch 12000LTT. This product is manufactured according to our QC guidelines and under our ISO protocols. This product is sold exclusively through our own sales force to the end users of the product.

I hope that this information is helpful but if you need further assistance please call me at your convenience at (972) 438-0588.

Sincerely,

Muneerah Travis
Technical Services
Chemsearch FE, A Division of NCH Corporation

Board of Education Agenda Abstract

Meeting Date: October 1, 2026
Agenda Type: Consent

Subject: Recommendation for Approval of the Contract with Dail Mechanical Inc. to replace a boiler system.

Division:	Operations	**Department:**	Operations and Facilities
Person Responsible:	Andre Stewart, Chuck Williams	**Feedback Requested From:**	Attorney

Strategic Plan Alignment: Equitable and Transparent Fiscal Stewardship and Operations

Previous Work Session (Y/N):	No	Date:
Previous Discussion and Action (Y/N):	No	Date:

Attachment(s):
Bid Tabulation FPG WSHP Boiler Replacement.xlsx.pdf
Contract-_Dail_Mechanical_FPG_WSHP_Boiler_Replacement_pre-audited_-_signed__1_.pdf

PURPOSE:
Request for Approval – Contract with Dail Mechanical Inc to replace a boiler system.

BACKGROUND:
The existing water source heat pump boiler system has exceeded its useful life and is experiencing multiple leaks and significant corrosion, resulting in water loss and inefficient loop water temperatures for the building's water-source heat pump system. Replacement of the boiler system is necessary to improve system reliability, restore operational efficiency, and support the continued performance of the school's HVAC system. To advance the project, the CHCCS Operations Project Management Team accepted four proposals on August 26, 2026. Dail Mechanical Inc submitted the lowest responsive and responsible bid. The Operations Project Management Team recommends approval of a contract with Dail Mechanical Inc in the amount of $215,000.00, with an additional owner's contingency of $20,000.00 to address unforeseen or underlying conditions, for a total project authorization of $235,000.00. As of this time, the district has paid or encumbered $0.00 with Dail Mechanical Inc during fiscal year 2026–2027.

FINANCIAL IMPACT:
Funds are available through Capital Improvements.

PERSONNEL IMPACT:
None

SUGGESTED ACTION: Seeking CHCCS Board of Education Approval of the contract with Dail Mechanical Inc in the amount of $235,000.00.

RESOLUTION: Be it, therefore, resolved that the Board of Education approves the contract with Dail Mechanical Inc in the amount of $235,000.00.

Chapel Hill-Carrboro City Schools		
Project: Frank Porter Graham Elementary WSHP Boiler Replacement		
Day: August 26, 2026		
Time:		
Contractors	**Base Bid**	**Notes**
Comfort Mechanical Contractors	**$ 213,920.00**	**Siemens Controls Integration Not Included**
4008 Comfort Lane		
Durham, NC 27705		
Phone		
Dail Mechanical Inc	**$ 215,000.00**	
3200-110 Glen Royal Rd		
Raleigh, NC 27617		
Phone		
Duggins Mechanical of Burlington LLC	**$ 261,925.00**	
618 W Elm St		
Graham, NC 27253		
Phone		
Mechanical Technologies & Solutions, LLC	**$ 261,925.00**	
790 Megahertz Dr		
Winston Salem, NC 27107		
Phone		
Charles Williams		
Lead Project Manager: Capital and Sustainability Projects		

OWNER-CONTRACTOR AGREEMENT

THIS AGREEMENT is made this 1st day of October, 2026 by and between the Chapel Hill-Carrboro City Schools Board of Education (herein referred to as the "Owner"), whose mailing address is 750 S. Merritt Mill Road, Chapel Hill, North Carolina 27516 and Dail Mechanical, Inc. (herein referred to as the "Contractor"), whose mailing address is 3200-110 Glen Royal Road, Raleigh, NC 27617**.** Correspondence, submittals, and notices relating to or required under this Agreement shall be sent in writing to the above addresses unless either party is notified in writing by the other of a change in address.

In consideration of the promises made herein and other good and valuable consideration, the following terms and conditions are hereby mutually agreed to, by, and between the Owner and Contractor for the Frank Porter Graham Elementary School water source heat pump boiler replacement project (herein referred to as the "Project").

The following documents, if any, are attached as Exhibits to this Agreement and incorporated by reference herein.

Exhibit A — Scope of Work
Exhibit B — Sexual Offender Registry and Criminal Background Check Certification Form
Exhibit C — Change Proposal Form
Exhibit D — Contractor's Sales Tax Form

1. Scope of Services. The Contractor shall perform the Frank Porter Graham Elementary School water source heat pump boiler replacement as more particularly described on Exhibit A (herein referred to as the "Work"). The Work shall be performed in accordance with the terms of this Agreement and any plans and specifications referenced herein, all of which are incorporated into this Agreement. The Contractor shall provide all materials, tools, equipment, and labor, and supply all other services and things necessary to fully and properly perform and complete the Work as required by this Agreement. The Contractor shall perform the Work in compliance with all governmental laws and regulations. The Contractor shall also, unless otherwise specified, supply and pay for all transportation, utilities, fuel, sanitary facilities, and incidentals necessary for the completion of the Work, and be responsible for the safe, proper and lawful construction of the Work, and shall perform the Work in the best and most workmanlike manner, as shown on or stated in any plans or specifications referenced herein, or reasonably implied therefrom. All materials shall be new and of quality specified. Workmanship shall at all times be of a grade accepted as the best practice of the particular trade involved, and as stipulated in written standards of recognized organizations or institutes of the respective trades, except as exceeded or qualified by any plans or specifications referenced herein. The Contractor shall keep the site and surrounding area reasonably free from rubbish at all times. Before final inspection and acceptance of the Work, the Contractor shall thoroughly clean the site, and completely prepare the Work and site for use by the Owner. The Contractor shall commence the Work promptly upon the date established in the Notice to Proceed and achieve Substantial and Final Completion by the dates established below.

2. Representation of the Contractor. In order to execute this Agreement and recognizing that the Owner is relying thereon, the Contractor, by executing this Agreement, makes the following express commitments to the Owner:

   (A) The Contractor is fully qualified and licensed to act as the Contractor for the full scope of work for this Project and shall maintain any and all licenses, permits, insurance, and any authorizations necessary to act as the Contractor.

   (B) The Contractor has become familiar with the Project site and all conditions under which the Project is to be constructed and has identified to the Owner any and all issues.

   (C) The Contractor has received and carefully reviewed all contract documents as listed above in Paragraph 1 and has found them complete, accurate, adequate, and sufficient for construction.

   (D) The Contractor warrants title of all material, supplies, and equipment installed or incorporated into this Project and agrees upon completion of all work delivered to Owner free of any claims, liens, and charges.

3. Payments. Provided that the Contractor shall strictly and completely perform all of its obligations under this Agreement, the Owner shall pay the Contractor **in the amounts specified in the attached quote, not to exceed $215,000.00** (herein referred to as the "Contract Sum"). No compensation shall be paid for any additional work that is not approved in advance by the Owner. One progress payment per month, if any, may be made by the Owner to the Contractor only after certification that a portion of the Work is complete. Under no circumstances will the Owner make more than one payment per month. The Owner shall pay the Contractor within thirty (30) business days following approval of a payment request. Each payment request shall be signed by the Contractor and shall constitute the Contractor's assurance that the quantity of work has reached the level for which payment is requested, that the work has been properly installed or performed in strict conformance with the requirements of this Agreement, and that the Contractor knows of no reason why payment should not be made as requested. The submission of a payment request also constitutes an affirmative representation and warranty that all work is free and clear of any lien, claim, or other encumbrance upon payment from the Owner. Final payment will be withheld until Contractor has provided Owner with copies of all Operation and Maintenance (O & M) Manuals and warranties applicable to the Work.

If requested by the Owner, the Contractor shall provide to the Owner a Schedule of Values for approval apportioning the Contract Sum among the different elements of the Project for purposes of periodic and final payment within ten (10) calendar days of the date of commencement. The Schedule of Values shall be presented in enough detail to adequately apportion the contract to allow for breakdown of payments and shall include overhead and profit within each item. The Contractor's schedule of values shall not inflate any portion of the Work.

The amount of each payment request shall be computed as follows:

(A) take that portion of the Contract Sum properly allocable to completed Work as determined by multiplying the percentage completion of each portion of the Work by the share of the Contract Sum allocated to that portion of the Work in the schedule of values, less maximum retainage allowed by law. Pending final determination of cost to the Owner of changes in the Work, amounts not in dispute shall be included as amended;

(B) add that portion of the Contract Sum properly allocable to materials and equipment delivered and suitably stored at the site for subsequent incorporation in the completed construction (or, if approved in advance by the Owner, suitably stored off the site at a location agreed upon in writing), less maximum retainage allowed by law;

(C) subtract the aggregate of previous payments made by the Owner; and

(D) subtract amounts, if any, for which the Owner has withheld or nullified a Certificate for Payment.

(E) When payment is received from the Owner, the Contractor shall promptly pay all subcontractors, materialmen, laborers, and suppliers the amounts that are due for the work covered by such payment. In the event the Owner becomes informed that the Contractor has not paid these parties, the Owner has the right to issue future payments to the Contractor less the amounts owed to any subcontractor, supplier, or laborer. Continued claims for by subcontractors for lack of payment may be deemed a breach of this Agreement by the Contractor.

The Owner shall have the right to refuse to make payment and, if necessary, demand the return of a portion or all of the amount previously paid to the Contractor due to:

(A) the quality of a portion, or all, of the Contractor's work is not in accordance with the requirements of this Agreement;

(B) the quantity of the Contractor's work not being as represented by the Contractor's payment request;

(C) the Contractor's rate of progress being such that in the Owner's opinion, will not provide for Final Completion as required by this Agreement;

(D) the Contractor's failure to adequately keep records of as-built conditions; and

(E) the Contractor's failure to use payments to pay project related obligation including but not limited to subcontractors, laborers, and material and equipment suppliers.

4. Date of Commencement and Substantial Completion. The Contractor shall commence the performance of this Agreement on the date of this Agreement and diligently continue its performance until Final Completion. The contract time shall be measured from the date of commencement and the Contractor shall achieve Substantial Completion of the entire Work not later than December 31st, 2026. The Contractor shall achieve Final Completion within ten (**10)** days of date established above for Substantial Completion.

5. Substantial and Final Completion. When Substantial Completion has been achieved, the Contractor shall notify the Owner in writing that he/she is ready for a pre-final punch-list. At this time, the Contractor shall have already conducted its own internal punch-list of the completed Work. The Owner and/or Design Consultant shall conduct an inspection of the completed Work and provide a written list of unfinished items or items in need of correcting. The Contractor shall bear the cost of any and all corrections of incomplete work, correcting and bringing into conformance all defective or nonconforming work. The Contractor shall notify the Owner when all nonconforming work has been completed and is ready for final inspection and subsequent final payment. If the Contractor feels it is outside of their control to finish the Work within the time prescribed, they must submit proper reasoning to the Owner in writing and at that time it is the Owner's discretion to accept or reject the request.

Prior to being entitled to receive final payment, the Contractor shall furnish the Owner:

(A) an affidavit that all of the Contractor's obligations to subcontractors, laborers, equipment and material suppliers, or other third parties involved in the Project, have been paid or otherwise satisfied;

(B) waiver of right of claim against the Surety bond; and

(C) all product warranties, operating manuals, instruction manuals, record drawings, test results, and other documents expressly required to complete the Project.

6. Changes in the Work. If the Owner elects to have a change in the Work performed on a lump sum or a time and material basis, the same shall be performed by the Contractor. The Contractor shall submit to the Owner complete documentation supporting the cost of the change in the Work in a format acceptable to the Owner. The Change Proposal Form attached as Exhibit C shall be used to submit change proposals on the Project. The Owner may require authentication of all time and material tickets and invoices prior to payment for the change in the Work. The failure of the Contractor to provide any required documentation shall constitute a waiver by the Contractor of any claim for the cost of that portion of the change in the Work. Up to 15% of direct material and labor costs can be applied as overhead and profit for the Contractor or any Subcontractor actually performing the work (said overhead and profit to include all small tools), and may further include the reasonably anticipated rental costs in connection with the Change in the Work, plus up to 8% thereof as overhead and profit. The Contractor and/or subcontractor may include up to 8% markup on any Change in the Work performed by a lower-tiered subcontractor. Payroll costs are limited to 39% of the net pay of the worker. Overhead and profit shall not be applied by the entity performing the work to labor burden, any sales and use tax paid for any purpose, or to any transportation or shipping costs incurred by the Contractor or any Subcontractor. Any change in the Contract Sum resulting from a Change Order shall be mutually agreed upon by the Contractor and the Owner together with any conditions relating thereto. If no mutual agreement can be reached between the Owner and the Contractor, the change in Contract Sum, if any, shall be derived by the Owner determining reasonable actual costs incurred or saved.

7. Insurance. The Contractor shall obtain and maintain in effect during the term of this Agreement, general liability and automobile liability insurance in which the Owner and the Contractor shall each be named as insured parties in an amount not less than $1,000,000, with a $2,000,000 aggregate, for personal injury, including death, to any one person, and from claims for property damages in an amount of not less than $1,000,000 for each occurrence arising from any act or omission of Contractor, its agents, employees or subcontractors. The Contractor shall obtain and maintain in effect during the term of this Agreement a policy or policies of workers' compensation insurance which shall cover all of Contractor's employees and all individuals who enter onto Owner's property on behalf of Contractor pursuant to this Agreement. The Contractor shall promptly furnish to the Owner certificates of insurance evidencing such insurance coverage. Insurance required by this section shall contain an endorsement to provide the Owner at least ten (10) days' written notice of any intent to cancel or terminate by either the Contractor or insurance company. Contractor's Worker's Compensation policy shall contain an endorsement waiving subrogation against Owner. All such insurance policies shall be provided by insurance companies properly licensed in North Carolina and having a financial rating of at least "A" by A.M. Best or equivalent. Failure to furnish insurance certificates or maintain such insurance shall be a default under this contract and shall be grounds for immediate termination of this Contract.

8. Hold Harmless. To the fullest extent allowed by law, the Contractor shall indemnify and hold the Owner harmless from and against any and all losses, liabilities, claims, lawsuits, judgments, and demands whatsoever, including costs of investigation (including reasonable legal fees and all costs) caused by any act or omission or intentional wrongdoing of the Contractor or its agents, employees or subcontractors. The parties agree that this indemnification clause is an "evidence of indebtedness" for purpose of N. C. Gen. Stat. § 6-21.2 and shall survive the termination, completion, or expiration of this Agreement.

9. Codes, Permits and Applicable Laws. The Contractor shall at Contractor's expense obtain the required permits, give all notice and comply with all laws, ordinances, codes, rules, regulations, and Owner's policies bearing on the conduct of the Work under this Agreement. If the Contractor observes that the drawings and specifications are at variance therewith, Contractor shall promptly notify the Owner in writing. If the Contractor performs any Work knowing (or under circumstances in which Contractor ought to have known) it to be contrary to such laws, ordinances, codes, rules and regulations. Contractor shall bear all cost arising therefrom. This Agreement and the relationship of the parties shall be construed under the laws of the state of North Carolina. Contractor shall not employ any individuals to provide services to the Owner who are not authorized by federal law to work in the United States. Contractor represents and warrants that it is aware of and in compliance with the Immigration Reform and Control Act and North Carolina law (Article 2 of Chapter 64 of the North Carolina General Statutes) requiring use of the E-Verify system for employers who employ twenty-five (25) or more employees and that it is and will remain in compliance with these laws at all times while providing services pursuant to this Agreement. Contractor certifies that as of the date of this Agreement, Contractor is not listed on the Final Divestment List created by the North Carolina State Treasurer pursuant to N.C. Gen. Stat. § 147-86.58.

10. Safety Requirements. The Contractor shall be responsible for the Work area and the construction of the Work and provide all the necessary protections as required by laws, rules, regulations or ordinances governing such conditions and as required by the Owner. He shall be responsible for any damage Contractor or Contractor's employees, agents, suppliers or subcontractors cause to the Owner's property or that of others on the job and shall promptly repair any such damage. The Contractor shall clearly mark or post signs warning of hazards existing, and shall barricade excavations and similar hazards. Contractor shall maintain all necessary protective devices and signs throughout the progress of the Work.

11. Warranties. The Contractor guarantees and warrants to the Owner all Work as follows: that all materials and equipment furnished under this Agreement will be new and the best of its respective kind unless otherwise specified; that all Work will be of good quality in accordance with the industry standards; that the Work will be free of omissions and poor quality, defective material or workmanship; that the Work, including but not limited to, mechanical and electrical devices and equipment, shall

be fit and fully usable for its intended and specified purpose and shall operate satisfactorily with ordinary care; that the products or materials incorporated in the Work will not contain asbestos; and that all subcontractors, agents or employees of Contractor will be fully qualified, possess any requisite licenses, and otherwise be legally entitled to perform the services provided. If, within one year (two years for painting) after the date of completion of the Work or designated portion thereof or within one year after acceptance by the Owner of designated equipment or within such longer period of time as may be prescribed by law or by the terms of any applicable special warranty required by this Agreement, any of the Work is found to be defective, not in accordance with this Agreement, or not in accordance with the guarantees and warranties specified in this Agreement, the Contractor shall correct it within five (5) working days or such other period as mutually agreed, after receipt of a written notice from the Owner to do so. For items which remain incomplete or uncorrected on the date of Substantial Completion, the one-year warranty shall begin on the date of Final Completion of the Work.

12. Termination for Convenience. The Owner may terminate this Agreement at any time in its complete discretion upon ten (10) days' written notice. In the event of a termination for convenience, all finished or unfinished work and materials pursuant to this Agreement shall be turned over to the Owner and become its property. If the Agreement is terminated by the Owner in accordance with this section, the Owner shall only be responsible for paying Contractor for Work performed and accepted and materials delivered to the site as of the date of termination. In the event of a termination for convenience by Owner, Contractor's warranty shall still apply to all portions of the Work and all equipment installed by Contractor prior to termination.

13. Lunsford Act/Criminal Background Checks. Contractor acknowledges that G.S. § 14-208.18 prohibits anyone required to register as a sex offender under Article 27A of Chapter 14 of the General Statutes from knowingly being on the premises of any school. Contractor shall provide certification, on the form attached as Exhibit B, that it has conducted sexual offender registry checks and criminal background checks on each of its owners, employees, agents, and subcontractors who will engage in any service on or delivery of goods to Owner's property (sex offender checks can be conducted at no cost at *http://www.nsopw.gov/*). Contractor shall not assign or allow any individual to deliver goods or provide services on Owner's property if said individual appears on any of the listed sex offender registries or who has ever had any of the following criminal convictions, or similar criminal convictions, without receiving prior written permission from Owner, which Owner may withhold in its reasonable discretion: murder, rape, sexual offense, sexual assault, statutory rape, indecent liberties with a minor, child abuse, kidnapping, abduction, manufacture, sale or delivery of controlled substances, assault with a deadly weapon, assault inflicting serious bodily injury, manslaughter, trafficking or exploitation of minors or felony level burglary, robbery, embezzlement, theft or larceny.

14. Anti-Nepotism. Unless disclosed to the Owner in writing prior to the Board's approval and execution of the Agreement, Contractor warrants that, to the best of its knowledge and in the exercise of due diligence, none of its corporate officers, directors, or trustees and none of its employees who will directly provide services under this Agreement are immediate family members of any member of the Owner's Board of Education or of any principal or central office staff administrator employed by such Board. For purposes of this provision, "immediate family" means spouse, parent, child, brother, sister, grandparent, or grandchild, and includes step, half, and in-law relationships. Should Contractor become aware of any family relationship covered by this provision or should such a family relationship arise at any time during the term of this Agreement, Contractor shall immediately disclose the family relationship in writing to the Superintendent of the Schools. Unless disclosed prior to the execution of the Agreement or formally waived by the Owner at a Board meeting, the existence of a family relationship covered by this Agreement is grounds for immediate termination by Owner without further financial liability to Contractor.

15. Gift Prohibition. Contractor acknowledges that it is subject to N.C.G.S. §§ 14-234 and 133-32, which prohibit contractors from providing items of value to school system officials and employees under various circumstances. N.C.G.S. § 14-234, in pertinent part, prohibits contractors from providing to specific school system officers/employees a gift, favor, reward, service, or promise of reward in exchange for recommending influencing or attempting to influence the award of a contract. N.C.G.S. § 133-32, in pertinent part, bars provision of gifts or favors to specific school system officers/employees by a contractor who has a contract, has performed under a contract in the last year, or anticipates bidding on a contract in the future. Contractor covenants that no director, employee or agent of Contractor, or any other person connected with Contractor, has made, offered or given, either directly or indirectly, to any School System Board member, employee, or agent, or to any person connected with the School System, any gift, favor, or item of value in violation of either N.C.G.S. §§ 14-234 or 133-32. Contractor agrees that a breach of this provision as identified by the school system may result in the School System's termination of this Contract without liability and/or at the School System's discretion, the recovery of any and all funds paid to Contractor pursuant to this Contract. Contractor further agrees that to the extent there exists any doubt as to whether its actions have violated, or could violate, this provision, Contractor will promptly notify the school system so it can make a determination as to the propriety of the Contractor's past or proposed future conduct.

16. Monitoring and Auditing. Contractor shall cooperate with the Owner, or with any other person or agency as directed by the Owner, in monitoring, auditing, or investigating activities related to this Contract. Contractor shall permit the Owner to evaluate all activities conducted under this contract as dictated by the Owner. Contractor shall provide auditors retained by the Owner with access to any records and files related to the provision of services under this Contract. The Owner agrees that its auditors will maintain the confidentiality of any identified and actual trade secrets of Contractor accessed during an audit conducted under this Contract to the extent allowed by law.

17. Entire Agreement. All of the representations and obligations of the parties are contained herein, and no modification, waiver or amendment of this Agreement or of any of its conditions or provisions shall be binding upon a party unless in writing signed by both parties. The waiver by any party of a breach of any provision of this Agreement shall not operate or be construed as a waiver of any subsequent breach of that provision by the same party, or of any other provision or condition of the Agreement. If any section, subsection, term or provision of this Agreement or the application thereof to any party or circumstance shall, to any extent, be invalid or unenforceable, the remainder of said section, subsection, term or provision of the Agreement or the application of the same to parties or circumstances other than those to which it was held invalid or unenforceable, shall not be affected thereby and each remaining section, subsection, term or provision of this Agreement shall be valid or enforceable to the fullest extent permitted by law.

18. Risk of Loss. Contractor shall bear the risk of loss in the event that any of the Work is stolen, lost, damaged, or destroyed prior to Final Completion of the Work and acceptance by Owner, unless caused by the intentional or reckless acts of Owner or Owner's authorized agents. If any of the Work is stolen, lost, damaged, or destroyed prior to Final Completion of the Work and acceptance by the Owner, due to any reason except the intentional or reckless acts of Owner or Owner's authorized agents, Contractor shall bear the full cost of repairing or replacing all such Work, including all equipment and materials.

19. Interpretation of Agreement. Contractor and Owner acknowledge that the Agreement shall not be construed against Owner due to the fact that it may have been drafted by Owner. For purposes of construing this Agreement, both Contractor and Owner shall be considered to have jointly drafted the Agreement.

20. Taxes. The Contractor shall pay all sales, consumer, use, and other similar taxes for the Work or portions thereof provided by the Contractor which are legally enacted at the time bids are received, whether or not yet effective. The Contractor shall indemnify and hold the Owner harmless from any claims arising out of the Contractor's failure to pay all required taxes, including claims by the county for its inability to recover taxes that were not properly paid to the State of North Carolina by the Contractor. With each payment request the Contractor shall submit to the Owner a completed Contractor's Sales Tax Report, attached hereto as Exhibit D.

21. Notice. All notices shall be in writing and shall be deemed submitted if mailed or emailed to the representatives as listed below at the respective addresses:

The Owner's Representative:	**The Contractor's Representative:**
Chapel Hill-Carrboro City Schools	Dail Mechanical, Inc.
Dr. Andre Stewart	Bill Dail
Chief Operations Officer	President
750 South Merritt Mill Road	3200-110 Glen Royal Road
Chapel Hill, NC 27516	Raleigh, NC 27617

Neither the Owner's nor the Contractor's representative shall be changed without ten (10) days' written notice to the other party.

IN WITNESS WHEREOF, the Owner has caused this Agreement to be signed and the Contractor has caused this Agreement to be signed by a person with the authority to enter this Agreement, as hereinafter attested, all as of the day and year first above written.

CHAPEL HILL-CARRBORO CITY SCHOOLS

Board Chair

DAIL MECHANICAL, INC.

William T. Dail
William T. Dail (Sep 22, 2026 10:21:34 EDT)

President/Vice President

This instrument has been pre-audited in the manner required by the School Budget and Fiscal Control Act.

Digitally signed by Michael Eshleman
Date: 2026.09.17 11:21:02 -04'00'

Finance Officer Date

Budget Code: 4.9000.941.523.316.777.00.0

Exhibit A

PROPOSAL

Dail Mechanical Inc.
3200-110 Glen Royal Road
Raleigh, North Carolina 27617
(919) 307-3100
FAX (919) 307-8007

NC License #7422

PROPOSAL SUBMITTED TO Chapel Hill-Carrboro City Schools	**DATE** August 26, 2026
STREET 750 South Merritt Mill Road	**JOB NAME** Frank Porter Graham E.S. Boiler Replacement
CITY, STATE AND ZIP CODE Chapel Hill NC 27516	**JOB LOCATION** Frank Porter Graham Elementary School 101 Smith Level Road Chapel Hill NC 27516
ARCHITECT	**DATE OF PLANS**

WE HEREBY SUBMIT SPECIFICATIONS AND ESTIMATES FOR:

Dail Mechanical proposes to provide labor and materials perform HVAC work per G, M, E & FA plan sheets for Frank Porter Graham Elementary School boiler replacement project.

We include all required mechanical and electrical work to replace boiler, hot water pump, heat exchanger, air separator, and two louvers. This will consist of all required piping, insulation, power wiring, duct, and test and balance. Control work by Siemens is included per Engineer's specification on plan sheet M0.1.

Work will be performed during regular business hours.
We appreciate the opportunity to offer this service. Please call if you have any questions.

We hereby propose to furnish material and/or labor - complete in accordance with above specifications, for the sum of
TWO HUNDRED FIFTEEN THOUSAND DOLLARS ($215,000.00)

PAYMENT TO BE MADE AS FOLLOWS:
MONTHLY PROGRESS BILLING

ALL MATERIAL IS GUARANTEED TO BE AS SPECIFIED. ALL WORK TO BE COMPLETED IN A WORKMANLIKE MANNER ACCORDING TO STANDARD PRACTICES. ANY ALTERATION OR DEVIATION FROM ABOVE SPECIFICATIONS INVOLVING EXTRA COST WILL BE EXECUTED ONLY UPON WRITTEN ORDERS, AND WILL BECOME AN EXTRA CHARGE OVER AND ABOVE THE ESTIMATE. ALL AGREEMENTS CONTINGENT UPON STRIKES, ACCIDENTS OR DELAYS BEYOND OUR CONTROL. OWNER TO CARRY FIRE, TORNADO AND OTHER NECESSARY INSURANCE. OUR WORKERS ARE FULLY COVERED BY WORKMAN'S COMPENSATION INSURANCE.

AUTHORIZED SIGNATURE _____
BILL DAIL

NOTE: WE MAY WITHDRAW THIS PROPOSAL IF NOT ACCEPTED WITHIN 30 DAYS.

ACCEPTANCE OF PROPOSAL - THE ABOVE PRICES, SPECIFICATIONS AND CONDITIONS ARE SATISFACTORY AND ARE HEREBY ACCEPTED. YOU ARE AUTHORIZED TO DO THE WORK AS SPECIFIED. PAYMENT WILL BE MADE AS OUTLINED ABOVE.

SIGNATURE _____
DATE _____

Exhibit B

Sexual Offender Registry and Criminal Background Check Certification Form

Check the appropriate box to indicate the type of check:

☐ Initial

☐ Supplemental

☐ Annual

I, Bill Dail (Name), President (Title) of Dail Mechanical, Inc., hereby certify that I have performed all of the required sexual offender registry and criminal background checks required under this Agreement for all contractual personnel (employees, agents, ownership personnel, or contractors) who may be used to deliver goods or provide services under this Agreement, including the North Carolina Sex Offender and Public Protection Registration Program, the North Carolina Sexually Violent Predator Registration Program, and the National Sex Offender Registry. I further certify that none of the individuals listed below appears on any of the above-named registries or has any criminal conviction listed in the Agreement, and that I will not assign any individual to deliver goods or perform services under this Agreement if said individual appears on any of the sex offender registries or has any criminal conviction listed in the Agreement, without the prior written permission of Owner. I agree to maintain all records and documents associated with these registry and criminal background checks, and that I will provide such records and documents to the Owner upon request. I specifically acknowledge that the Owner retains the right to audit these records to ensure compliance with this section at any time in the Owner's sole discretion. I acknowledge that I am required to perform these checks and provide this certification form before any work is performed under the Agreement (initial check), any time additional contractual personnel may perform work under the Agreement (supplemental check), and at each anniversary date of the Agreement (annual check).

	Contractual Personnel Names	**Job Title**
1.	Ethan Johnson	Technician
2.	Manuel Garcia	Technician
3.	Johnnie Willoughby	Technician
4.	David Sweet	Technician
5.	Jacob Britt	Technician
6.	Gray Henry	Technician
7.	Garrett Dail	Technician

(attach additional page(s) if needed)

I attest that the forgoing information is true and accurate to the best of my knowledge.

Bill Dail (print name) William T. Dail (signature)
William T. Dail (Sep 22, 2026 10:21:34 EDT)

President (title) 9/22/2026 (date)

Exhibit C

CHANGE PROPOSAL FORM

Project: _____ **Proposal #:** _____

Contract: _____ **Project #:** _____

Contractor: _____ **Contractor #:** _____

Description of change:

			SUBTOTALS
Materials (Attach list with Qty, Item, Unit $, Unit mh, Total mh, OT mh, Total $)			
1 Total Direct Cost of Materials			
2 Overhead & Profit on Item 1. (15% maximum, includes small tools & consumables)			
3 Sales Tax			
4 Shipping & Transportation			
Labor			
5 Total Manhours: ____ MH @ ____ /hr.		0	
6 Overhead & Profit on Item 5. (15% maximum on straight labor cost, not premium portion) (O & P includes supervisor's time)			
7 Payroll Taxes & Insurance	39%		
Equipment Rental (Include quotes)			
8 Equipment Rental			
9 Overhead & Profit on Item 8 (8% maximum).			
Subcontractors (Include quotes with material & equipment backup)			
10 Subcontractors			
11 Overhead & Profit on Item 10 (8% maximum).			

Subtotal of Proposal 0

TOTAL OF CHANGE PROPOSAL _____

Time Extension Requests: ____ day(s) Schedule Activity # Affected: _____

The Contractor agrees to perform the work outlined in this change proposal for the amount specified above and in accordance with the contract documents if the work is authorized by the Owner.

Contractor's Signature: _____ **Date:** _____

Approval Recommended by Design Consultant: _____ **Date:** _____

Owner's Representative Approval: _____ **Date:** _____

Exhibit D

CONTRACTOR'S SALES TAX REPORT
N.C. STATE & LOCAL SALES TAXES PAID

OWNER: _____ **PROJECT:** _____

CONTRACTOR: _____ **FOR PERIOD FROM:** _____

ADDRESS: _____ **TO:** _____

VENDOR TAX WAS PAID TO	MATERIAL PURCHASED	ADDRESS	INVOICE NUMBER	DATE	INVOICE AMOUNT	TAXABLE AMOUNT	N.C. TAX	COUNTY TAX	NAME OF COUNTY
				TOTAL					

I hereby certify that, during the period stated above, all North Carolina sales and use taxes have been paid for the materials, supplies, fixtures, and equipment purchased during that period which have become a part of, or annexed to, a building or structure erected, altered or repaired for New Hanover County. I further certify that the vendors from whom the property was purchased, the dates and numbers of the invoices covering the purchases, the total amount of the invoices of each vendor, the North Carolina sales and use taxes paid thereon, and the cost of property withdrawn from warehouse stock and North Carolina sales or use taxes paid thereon are as set forth above during the time period noted above.

Sworn to and subscribed before me,

This the _____ day of _____, 20___

_____
Notary Public

Seal

Signed: _____

Print Name: _____

Title: _____

Contract- Dail Mechanical FPG WSHP Boiler Replacement pre-audited

Final Audit Report 2026-09-22

Created:	2026-09-22
By:	Charles Williams (cwwilliams@chccs.k12.nc.us)
Status:	Signed
Transaction ID:	CBJCHBCAABAAeY3BILGTMjGjLZ-61IG9vsUnfYRy1oiu

"Contract- Dail Mechanical FPG WSHP Boiler Replacement pre-audited" History

Document digitally presigned by Michael Eshleman (meshleman@chccs.k12.nc.us)
2026-09-17 - 3:21:02 PM GMT

Document created by Charles Williams (cwwilliams@chccs.k12.nc.us)
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Signer billdail@dailmechanical.com entered name at signing as William T. Dail
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Document e-signed by William T. Dail (billdail@dailmechanical.com)
Signature Date: 2026-09-22 - 2:21:34 PM GMT - Time Source: server - Signature Appearance Selected: TYPE

Agreement completed.
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Board of Education Agenda Abstract

Meeting Date: October 1, 2026
Agenda Type: Consent

Subject: Recommendation for Approval of additional funding for Districtwide HVAC Repairs and Replacements with Duggins Mechanical of Burlington.

Division:	Operations	**Department:**	Operations and Facilities
Person Responsible:	Andre' Stewart, Chuck Williams	**Feedback Requested From:**	

Strategic Plan Alignment: Equitable and Transparent Fiscal Stewardship and Operations

Previous Work Session (Y/N):	No	Date:
Previous Discussion and Action (Y/N):	No	Date:

Attachment(s):

PURPOSE:
To request approval of up to an additional $150,000.00 in purchase orders with Duggins Mechanical of Burlington Inc. for HVAC system repairs and replacements during the remainder of fiscal year 2026–2027. This would bring the total authorized amount to $351,880.00, including the $201,880.00 currently encumbered.

BACKGROUND:
At its July 16, 2026, meeting, the Board of Education approved a $201,880.00 cooling tower replacement project with Duggins Mechanical of Burlington Inc., the lowest bidder. That project is currently in progress, and its funding is encumbered. Duggins Mechanical has also submitted the lowest quotes for two separate HVAC projects that have not yet been encumbered. The requested additional funding would cover those projects and allow the district to issue purchase orders for other needed HVAC repairs or replacements during the remainder of fiscal year 2026–2027. To date this fiscal year, Chapel Hill-Carrboro City Schools has paid or encumbered $201,880.00 with Duggins Mechanical.

FINANCIAL IMPACT:
Funds are available through CIP Funding.

PERSONNEL IMPACT:
None

SUGGESTED ACTION: Seeking CHCCS Board of Education Approval of an additional $150,000.00 in multiple purchase orders for HVAC system repairs and/or replacements with Duggins Mechanical of Burlington Inc for the

remainder of the 2026/2027 fiscal year.

RESOLUTION: Be it, therefore, resolved that the CHCCS Board of Education approves up to an additional $150,000.00 in multiple purchase orders for HVAC system repairs and or replacements with Duggins Mechanical of Burlington Inc for the remainder of the 2026/2027 fiscal year.

Board of Education Agenda Abstract

Meeting Date: October 1, 2026
Agenda Type: Superintendent's Report | Information Item(s)

Subject:

Exceptional Children Board Update

Division:	Student Support Services	**Department:**	Exceptional Children
Person Responsible:	Brandy Reeves, Chief of Student Services; Fonda Robinson, Senior Executive Director of Exceptional Children	**Feedback Requested From:**	

Strategic Plan Alignment: Instructional Excellence: Preparing Students for Life

Previous Work Session (Y/N):	No	Date:
Previous Discussion and Action (Y/N):	No	Date:

Attachment(s):
October 1-EC Board Update.pdf

PURPOSE:

The Exceptional Children's Department will update the Board regarding the 2025-2026 school year, and reflect on gathered data, and look ahead to the 2026-2027 school year's planning and goals. The team will be discussing the following topics:

- EC Childcount/ Profile
- Student Success Update
- Innovations, Partnerships, and Programming
- EC Staff Survey

BACKGROUND:

No less than annually, the Exceptional Children's (EC) department provides an update to the school board and community regarding the status of the department and special education programming provided to our students with disabilities and their families. Shared information describes current practices within the district that are centered in the 4 areas of focus:

1. Specially Designed Instruction
2. Creation of Systems and Structure & Refining Policies and Procedures
3. Building Professional Capacity

4. Expanding Instructional Resources

CHCCS Childcount Data and Demographics 2025-2026

Each year, on December 1st, the CHCCS Exceptional Children Department submits an EC Childcount to the North Carolina Department of Instruction (NCDPI) EC Division to meet the Individuals with Disabilities Education Act (IDEA) Childcount reporting requirements.

Previously, the December 1 Childcount generated federal funds for children with disabilities ages 3 through 21 under IDEA, and a second Childcount was generated on April 1st to assess the state funding allotment. This changed in the fall of 2025.
The state now has one Childcount on December 1st of each year. However, CHCCS still completes an April Childcount to help project allotment needs for the upcoming year.

Although the District is currently experiencing a decline in enrollment, EC eligibility and enrollment are increasing.

Grade Level	April 1, 2024	December 1, 2024	April 1, 2025*	December 1, 2025	April 1, 2026*
Pre-Kinder garten -12th	1,392	1,385	1,458	1,462	1,485
Pre-Kinder garten only	111	86	105	72	87

The April 2026 analysis revealed that the majority of the CHCCS students with disabilities were male students; the highest number being white males. Students with learning disabilities continue to be the highest eligibility category, with the majority of students being Latinx.

A 20-day count is conducted to assess changes in the EC student population to adjust EC teacher allotments. The EC count currently stands at 1425 students. We currently have 28 students served in CHCCS classrooms

Student Success Data

Reviewing data on attendance, academic proficiency, and discipline referrals helps identify trends, understand student needs, and use evidence to inform decisions that support student success.

- **Attendance Increase**
  - During 2025-26, Whole District satisfactory attendance percentages increased 8.7 percentage points from 2023-24. Among Students with Disabilities (SWD), satisfactory attendance increased by 9.3 percentage points over the same time period.
- **Academic Proficiency Increase**
  - Students With Disabilities increased their overall proficiency from 26.9% in 2023-24 to 29.1% in 2025-26, an increase of 2.2 percentage points. SWD demonstrated their highest proficiency in Science across Grades 5 and 8, and EOC Biology. Math 3 proficiency also increased for two consecutive years.
- **Disproportionality Reduction**
  - Disproportionate discipline happens when specific groups face school discipline

more often or more severely than others, relative to their share of the population. CHCCS has been identified as having significant disproportionality in two areas: out-of-school suspensions (OSS) for Black students, and the identification of Black students as having an Intellectual Disability (ID).

- **Discipline (OSS)**: In 2025-26, unique referrals increased by 12 students among non-SWD students and by 8 students among SWD compared with the previous year. However, the proportion of Non-SWD and SWD remains relatively unchanged. Among SWD, unique office referrals increased for students identified with Learning Disabilities, OHI, and other disabilities. Among students identified with Autism and Emotional Disability, referrals decreased, which is important to note because we have invested a great deal in professional development in this area.
- **Eligibility (ID):** In 2024, Black students were identified as having an ID at a rate 5.72 times the comparison rate used in the state's risk-ratio calculation. By 2025, that risk ratio decreased to 3.24. While the risk ratio improved, it still remained above the state threshold of 3.0.
- In 2025, the Discipline risk ratio decreased by 0.77 points, and the Eligibility risk ratio decreased by 2.48 points, indicating reduced disproportionality in both areas; however, continued monitoring and corrective activities are still needed.

A Multidisciplinary team was formed in the Fall of 2025 with the purpose of conducting a self analysis of student success data, ie. root causes, current systems, process and data collection tools, etc, with the goal of increasing student success.

Innovations, Partnerships and Programming

- New ECAC Transition Academy
  - Transition Academy Flyer.pdf
- Expansion of the EC Continuum of Services
- Advanced Teaching Roles (ATR) Opportunity
- Programming Updates
- Community Engagement Highlights
- Pre-K Collaboration
- Launched EC Collaborative Workgroup: Parents, district leaders, principals, teachers, EC specialists, Board members, community leaders, and University professionals gathered for three days of problem-solving and discussion. This group began meeting during the 25-26 school year and will continue to meet throughout the remainder of the 26-27 school year. Information discussed is informing our 2026-2027 Actualization plan.
- Partnership Highlights

EC Staff Survey - 25-26 Fall & Winter

All EC Teachers and Related Service Providers were invited to complete the EC Staff Survey. The team reviewed survey results to identify thematic trends. The EC Leadership Team visited each school to discuss school and district results with staff.

What's Going Well:

- Strong Team Relationships and Collaboration
- Commitment to Students
- Support from Specific Individuals/Roles

- Professional Learning Opportunities
- EC Workgroup Efforts

Identified Staff Needs:

- Clearer, Consistent Communication
- Student Behavior Support
- Visible School Leadership
- Workload Concerns
- School Climate

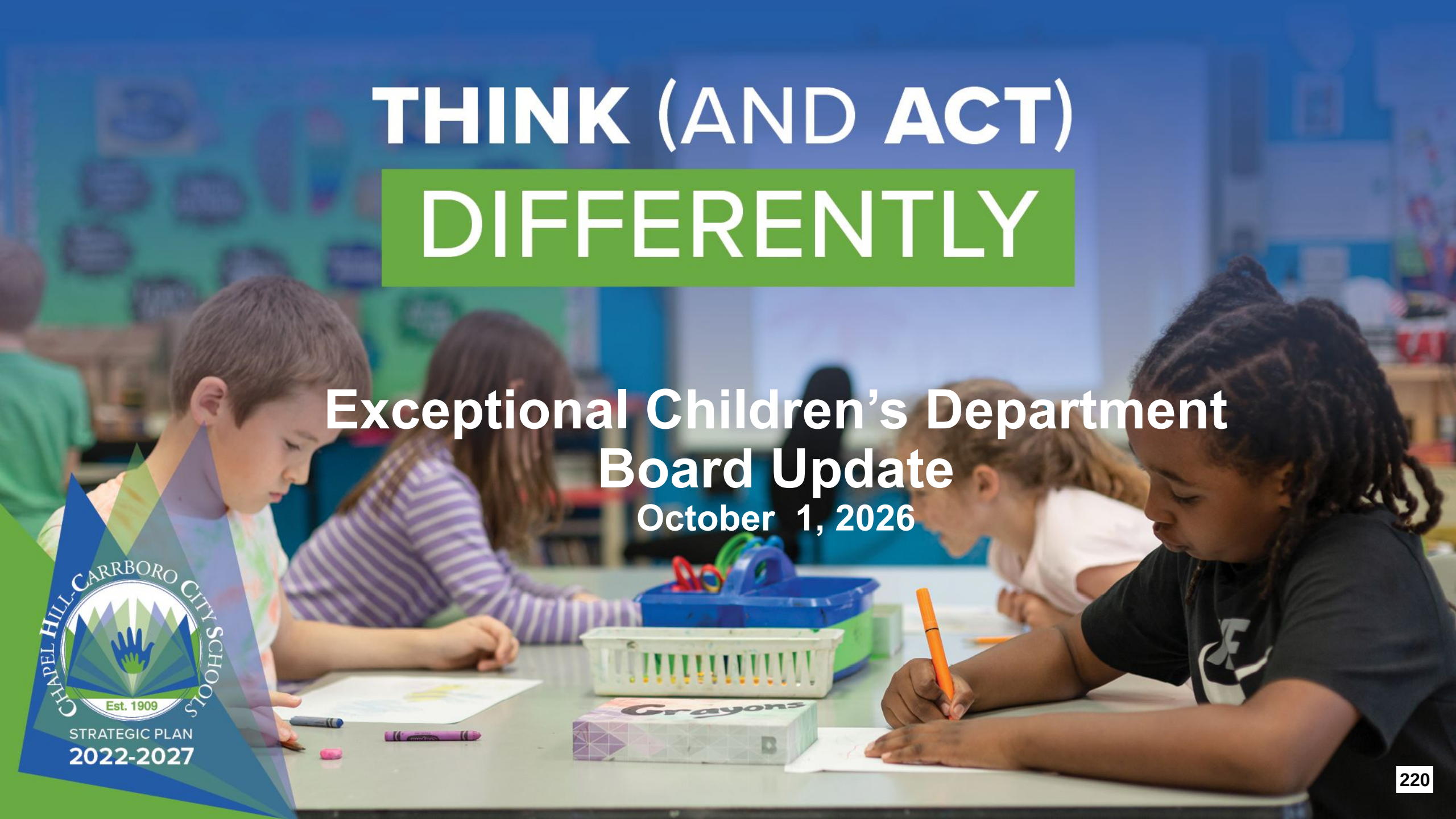
Planned remedies focus on increasing communication pathways and school visits, and on providing robust paraprofessional training and instruction.

FINANCIAL IMPACT:
N/A

PERSONNEL IMPACT:
N/A

SUGGESTED ACTION:

RESOLUTION:



Exceptional Children's Department Board Update

October 1, 2026

CHAPEL HILL-CARRBORO CITY SCHOOLS
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2022-2027

Vision & Core Function

COMPLIANCE

SPECIALLY DESIGNED INSTRUCTION

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THINK (AND ACT) DIFFERENTLY



"If you make the world a better place for kids, you make it better for everyone."
-Kid President

Presentation Outline

- EC Childcount/ Profile
- Student Success Update
- Innovations and Programming
- Enhancing Stakeholder Voices

EC Childcount

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2022-2027

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CHCCS K-12 Demographics - April 2026

Race/Ethnicity	Count	Pct of Enrolled Students
Asian	1,454	13.5
Black	1,227	11.4
Latinx	2,107	19.5
Multiracial	853	7.9
White	5,129	47.6

Prepared by the Office of Research, Assessment & Student Information

CHCCS EC Childcount

Grade Level	December 1, 2024	April 1, 2025*	December 1, 2025	April 1, 2026*	26/27 20th day
Pre-K-12th	1,385	1,458	1,462	1,485	1,425
Pre-K only	86	105	72	87	28

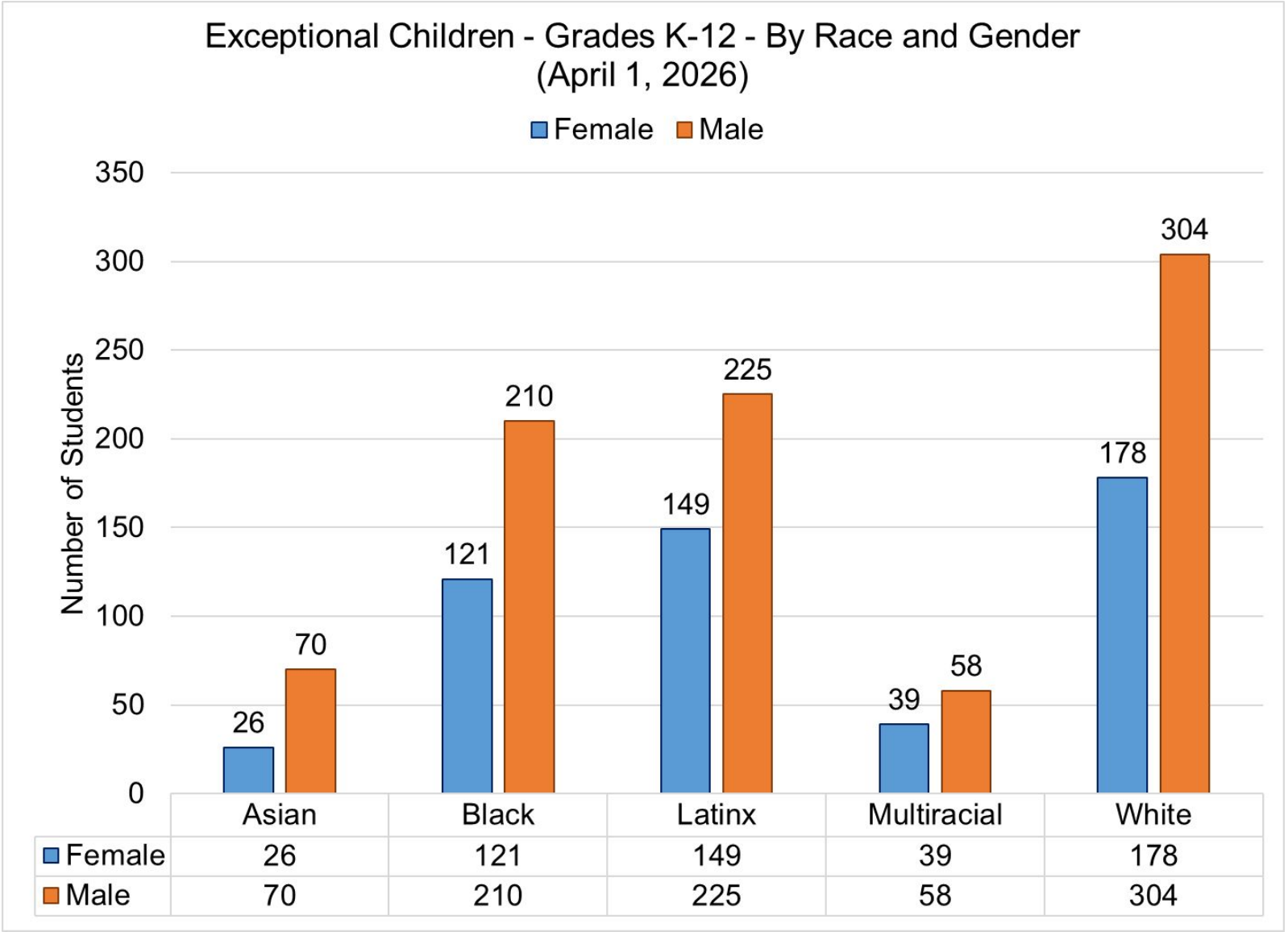
Prepared by the EC Department for NCDPI reporting

April 2026
EC Childcount

Total 1,485 students identified as Exceptional Children in grades K-12.

More males than females were identified, with White Males, Black Males, and Latinx Males with the highest numbers.

A total of 56 students are identified as Exceptional Children in PreK. The numbers are too small to show in a chart.



	Asian	Black	Latinx	Multiracial	White
Female	26	121	149	39	178
Male	70	210	225	58	304

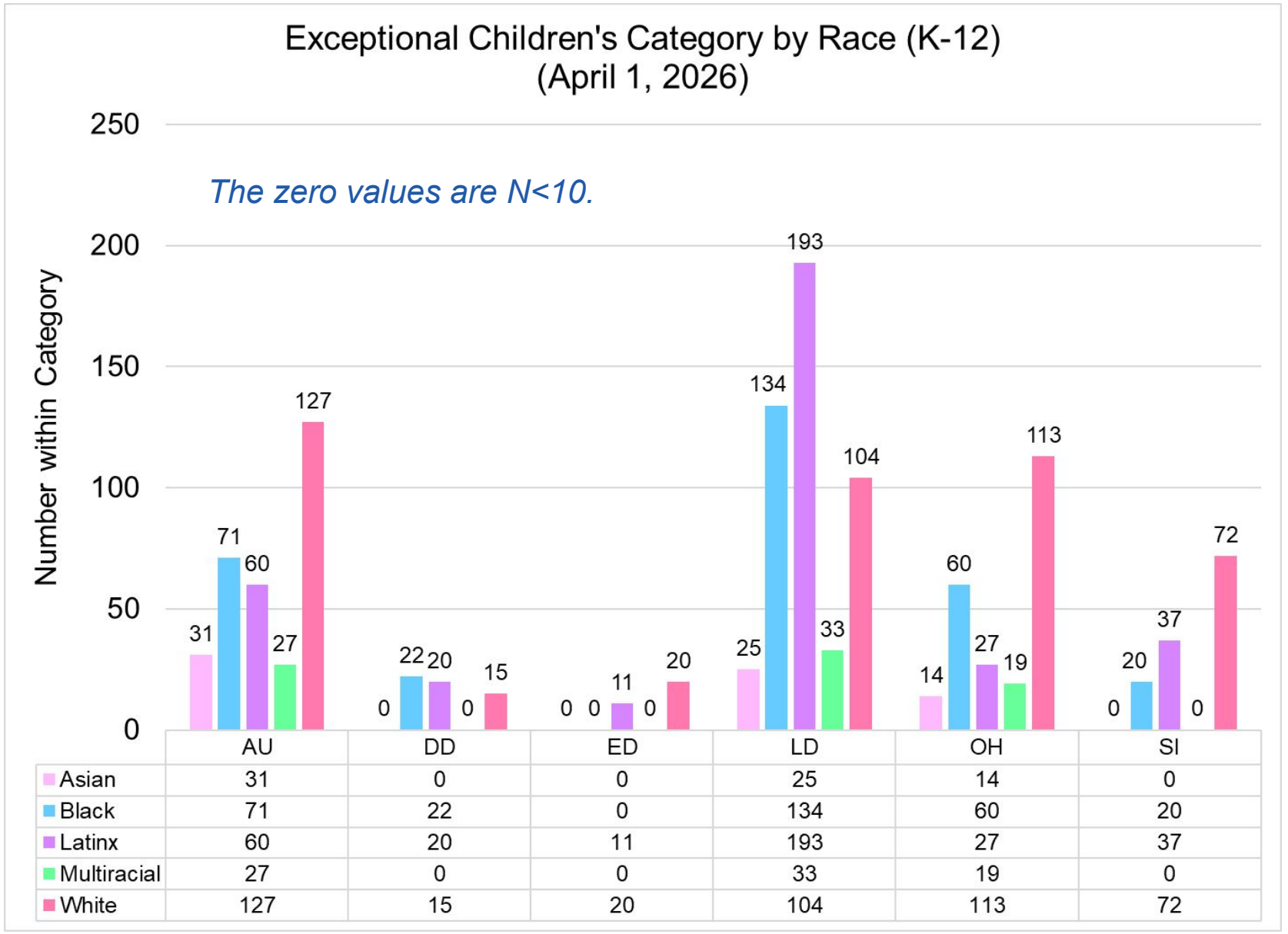
April 2026
EC Childcount

Chart shows the racial distribution of K-12 students in Exceptional Children's Categories.

For LD - the largest group was Latinx (N=193), with Black and White students each with more than 100 students.

Black students were the largest group for DD.

White was the largest group for 3 other categories.



	AU	DD	ED	LD	OH	SI
Asian	31	0	0	25	14	0
Black	71	22	0	134	60	20
Latinx	60	20	11	193	27	37
Multiracial	27	0	0	33	19	0
White	127	15	20	104	113	72

Student Success Update

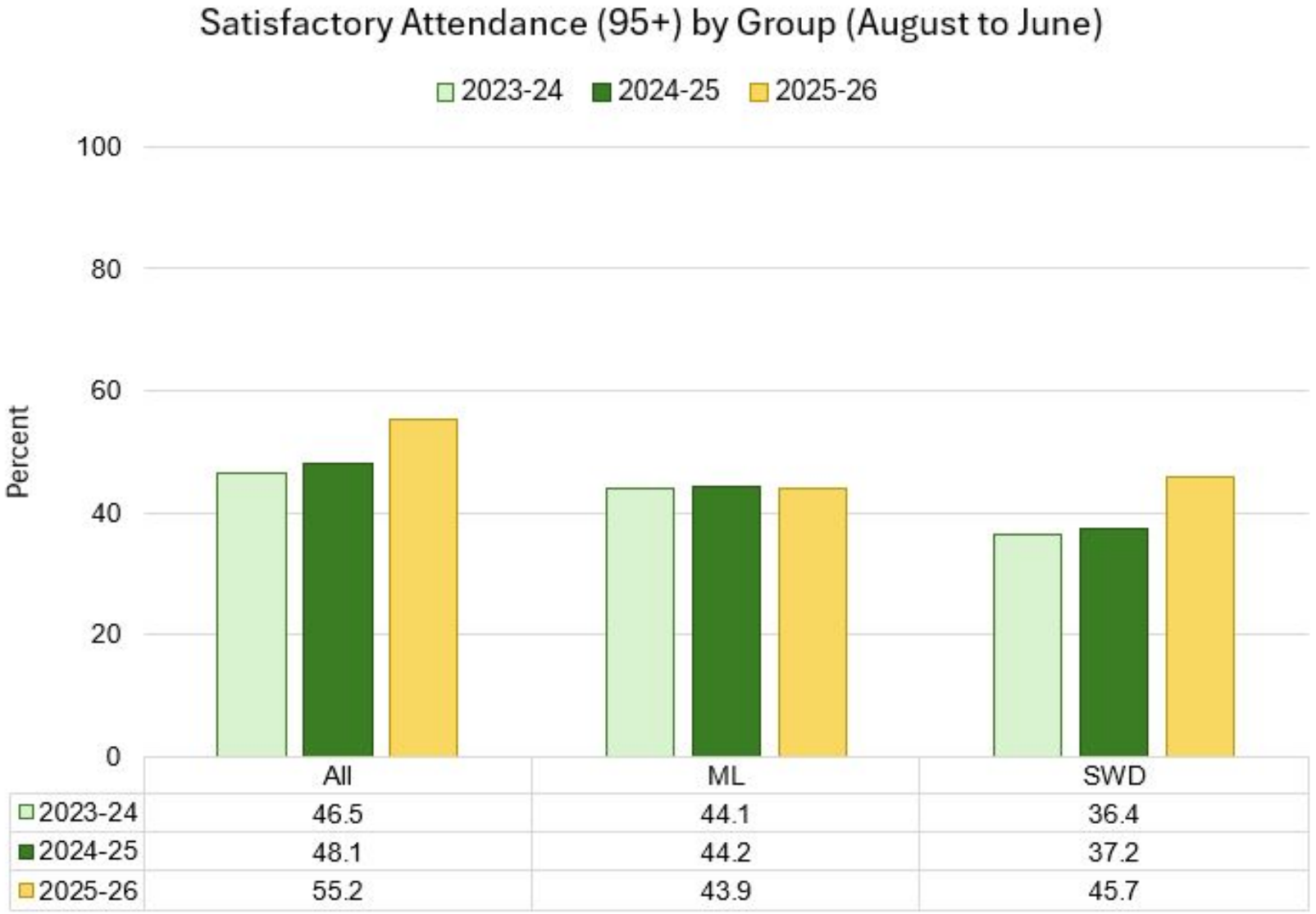
THINK (AND ACT) DIFFERENTLY

Students who attend school 95 percent of the time or more, are considered to have Satisfactory Attendance.

This chart shows the percentage of students who met this mark by group.

For the District as a whole, the percentage increased by 8.7 points since 2023-24 to 55.2 percent.

Among Students with Disabilities, the percentage increased by 9.3 percentage points over the same time period.

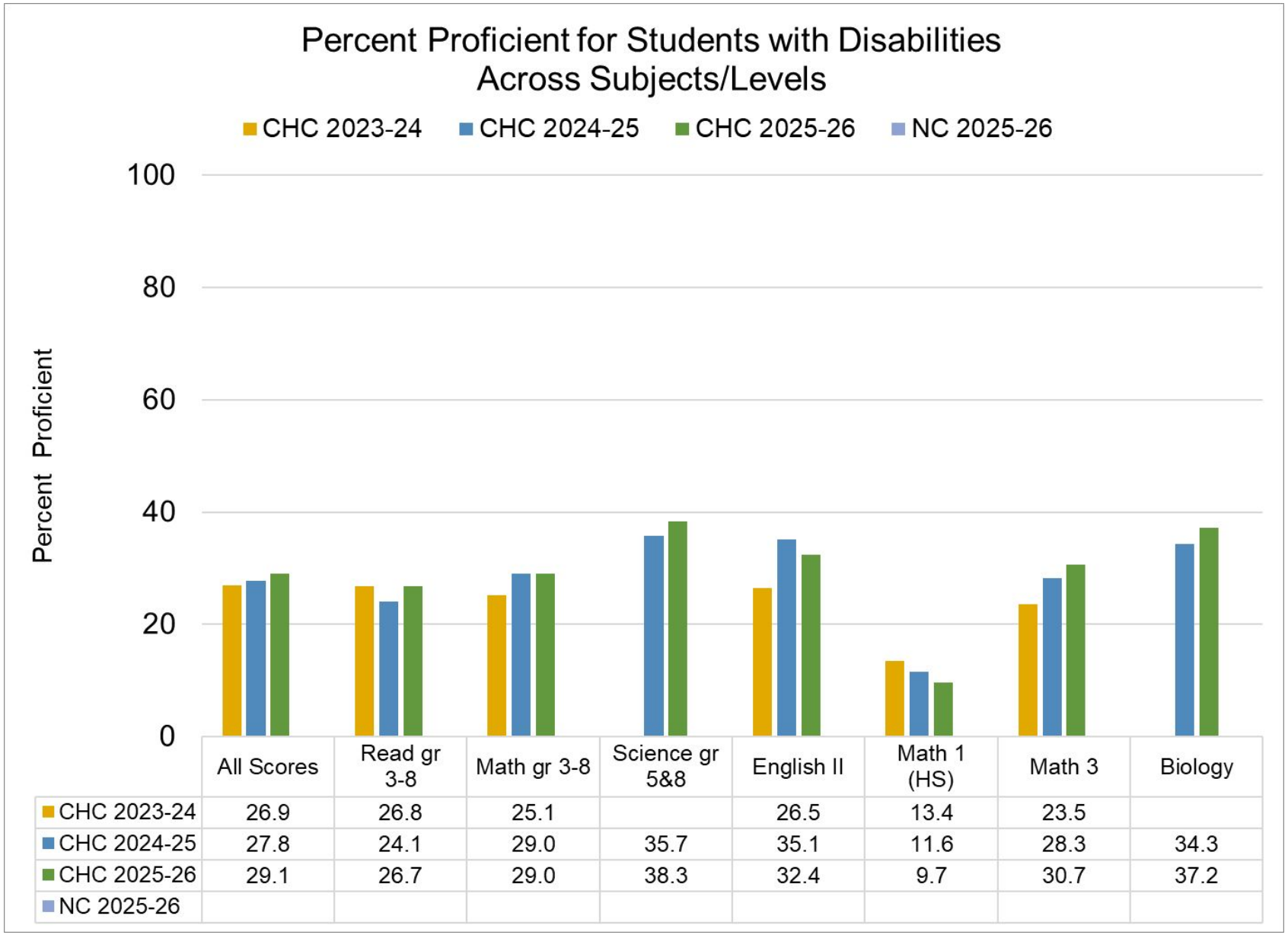


	All	ML	SWD
2023-24	46.5	44.1	36.4
2024-25	48.1	44.2	37.2
2025-26	55.2	43.9	45.7

This slide shows the percent of proficient scores among students with disabilities.

SWD on all scores combined, rose from 26.9 percent proficient in 2023-24 to 29.1 percent in 2025-26, up 2.2 percentage points.

SWD scored highest in Science, in both grades 5 & 8, and EOC Biology. Scores rose for two years in Math 3.



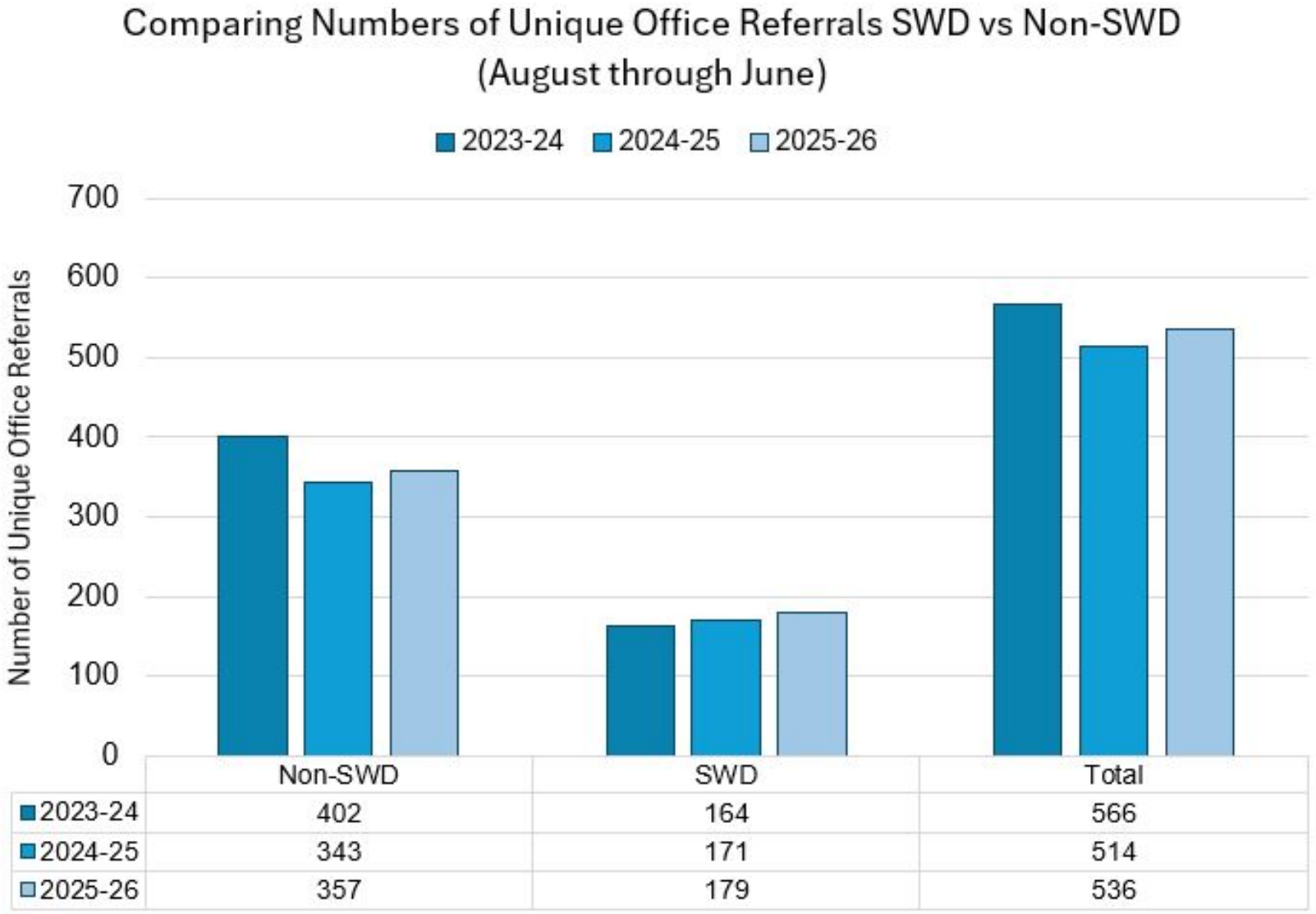
	All Scores	Read gr 3-8	Math gr 3-8	Science gr 5&8	English II	Math 1 (HS)	Math 3	Biology
CHC 2023-24	26.9	26.8	25.1		26.5	13.4	23.5	
CHC 2024-25	27.8	24.1	29.0	35.7	35.1	11.6	28.3	34.3
CHC 2025-26	29.1	26.7	29.0	38.3	32.4	9.7	30.7	37.2
NC 2025-26								

This chart shows the number of unique office referrals by SWD status. Unique office referrals are a count of students who had one or more referrals. This data is taken from August through June for the past three years.

The number of unique referrals among Non-SWD increased in 2025-26 by 12 students over 2024-25.

Among SWD, there were 8 more unique students with one or more referrals in 2025-26 as compared to the previous year.

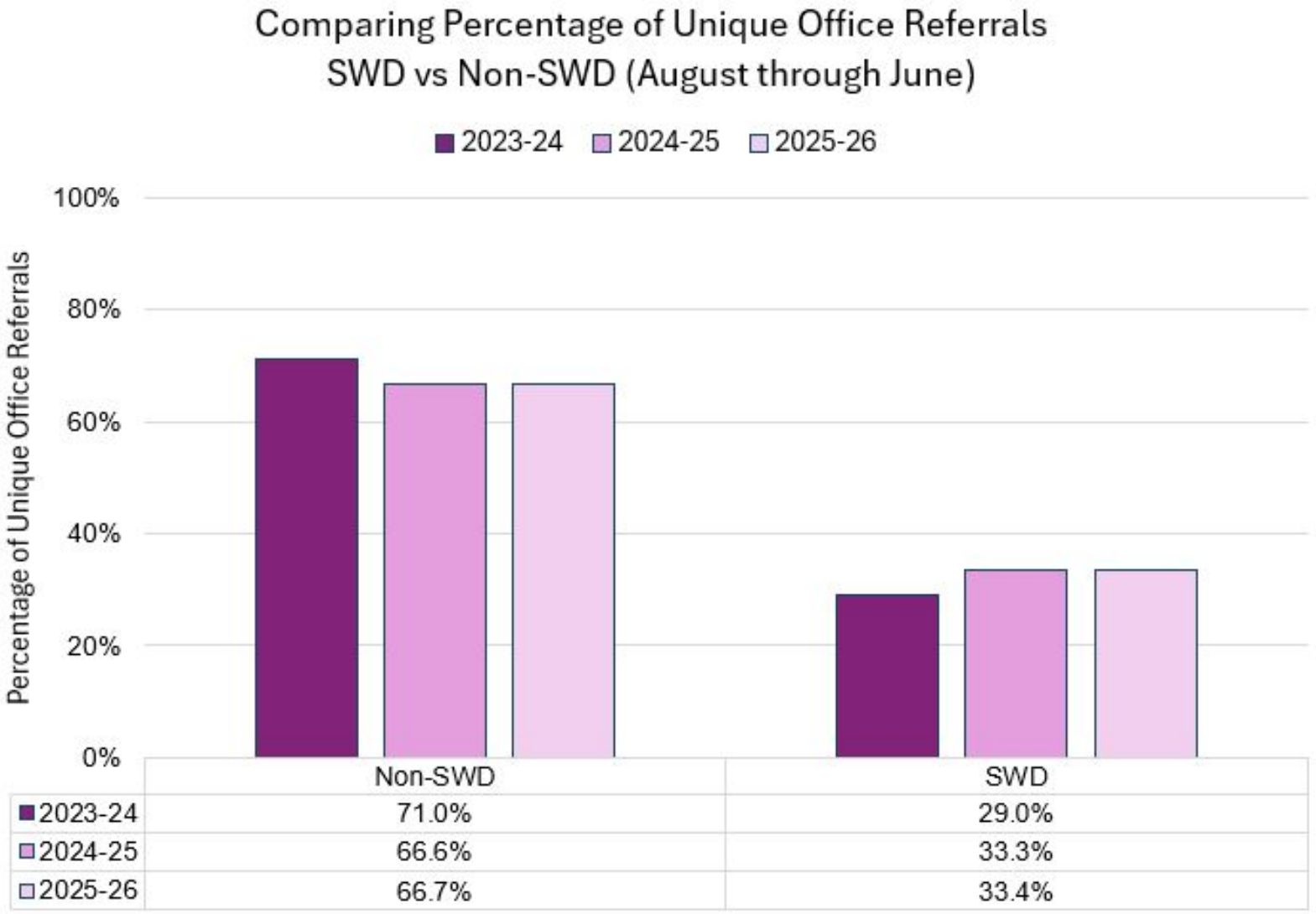
The next chart shows this data in percentages.



	Non-SWD	SWD	Total
2023-24	402	164	566
2024-25	343	171	514
2025-26	357	179	536

This chart shows the percentage of the pool of all referred students broken down by SWD status.

Between 2024-25 and 2025-26, the proportion of Non-SWD and students with disabilities with unique office referrals were unchanged.



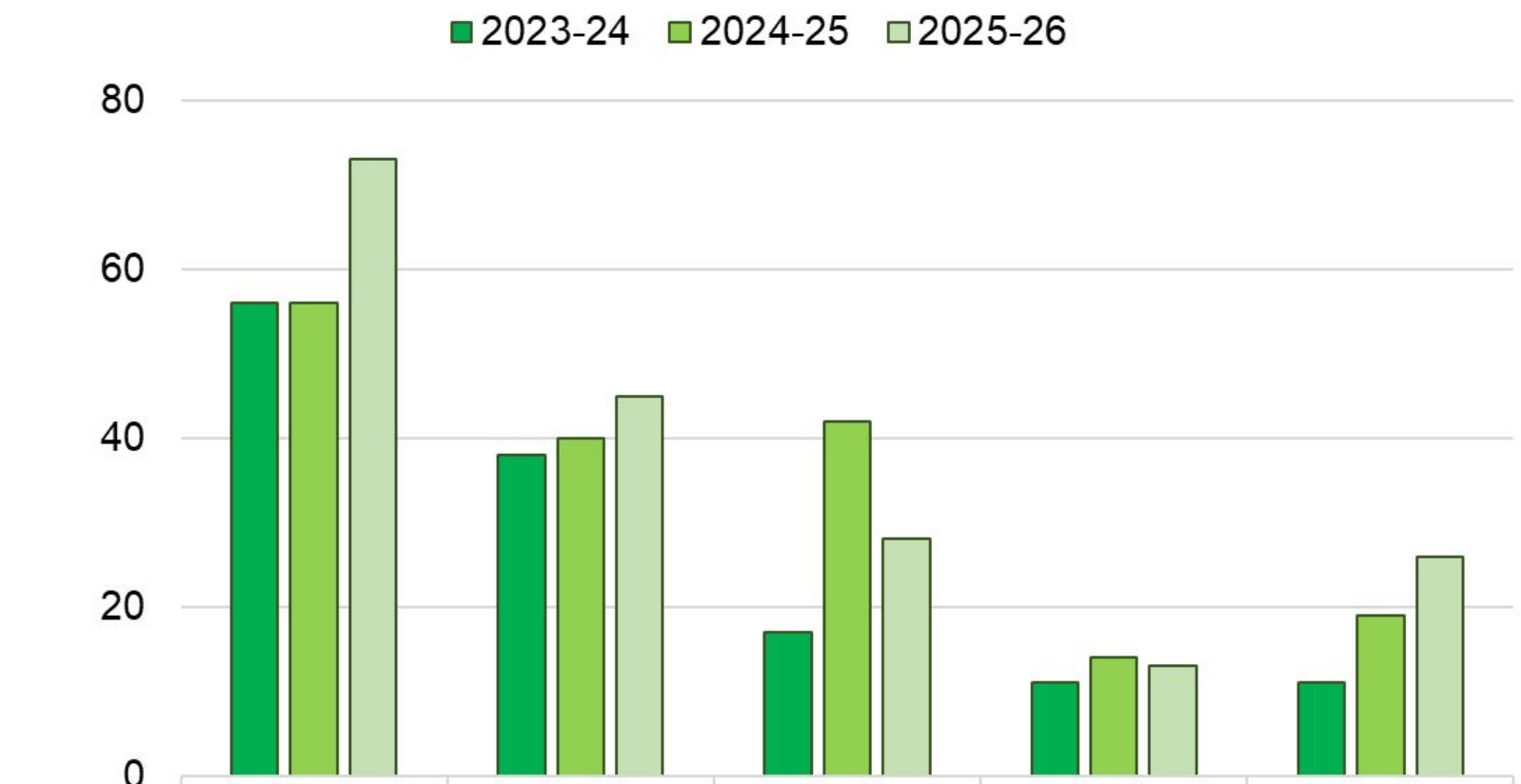
	Non-SWD	SWD
2023-24	71.0%	29.0%
2024-25	66.6%	33.3%
2025-26	66.7%	33.4%

Unique referrals are the number of students who received a referral. This chart shows the number of unique referrals by EC category over the past three years.

Among students identified having a Learning Disability, OHI and Other, the number of referrals increased. Among AU and ED, the number decreased.

Top referral offenses: 26 fighting, 18 aggressive behavior,17 assault no serious injury, 15 assault on school personnel not serious, and disruptive behavior.

Number of Unique Office Referrals by EC Category (August through June)



	LD	OH	AU	ED	Other
2023-24	56	38	17	11	11
2024-25	56	40	42	14	19
2025-26	73	45	28	13	26

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DIFFERENTLY

2025 Significant Disproportionality

Discipline- OSS

Eligibility- Intellectual Disability

Disproportionality Status: SY 24 and SY 25

- **Discipline**- OSS Black students currently a risk ratio of 3.39 for FY 2025

  *Our Discipline of OSS- black students was a risk ratio of 4.16 in FY 2024- warning list in 2025

- Currently: **Eligibility**-ID- black students risk ratio of 3.24 in FY 2025

  * Our Eligibility of ID students was a risk ratio of 5.72 in FY 2024

District Disproportionality Team

- Multidisciplinary team met to identify root causes and review data sets
- CEIS plan developed to address disproportionality
- Teams within the team were formed to address identified target areas
  - Student Engagement
  - Parent Engagement
  - Data Review
  - Professional Learning
- Individualized school plans were developed in collaboration with cohort principals/staff based on their self assessment

Activities to Address Disproportionality

Discipline

- Professional Development
- Scheduled Data Reviews
- Student Mentoring
- Tutoring Opportunities
- Parent Engagement Activities

Eligibility– Intellectual Disability

- Equitable Evaluation PD- NCDPI
- File Audits
- Revisit Cultural Responsiveness Guide for Psychologists
- Case Studies w/ Staff
- Monitor referrals for DD and ID

THINK (AND **ACT**) DIFFERENTLY

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Innovation and Programming

THINK (AND ACT) DIFFERENTLY

Innovations

ECAC Transition Academy

- Students aged 19+
- Focus on Job readiness and life skills

Expanding the Continuum of Support

- Reimagining the use of EC staff in the building to meet the needs of students

Advanced Teaching Roles (ATR)

- CHCCS has applied as a part of a cohort.
- Leadership opportunities for EC teachers with compensation.

Advanced Teaching Roles (ATR)

The ATR program offers school districts an opportunity to apply for grants that enable districts to implement new organizational and compensation models.

CHCCS joint application with Durham and Orange Co. submitted August 14, 2026

- Districts will be selected October 15, 2026
- Implementation process begins Spring 2027

Programming Updates

- ECAC Transition Academy
  - Serving 12 Students CHS & East CHHS
- Pre-ETS: Served 90 students
- ECAC Middle & High School Community Day
  - Facilitated by our APE Teachers
- Added an exit survey in collaboration with our Data Managers- this process was in development for the 25-26 SY.

Community Engagement

- Judge Kleinschmidt: Transfer of Rights Presentation (Guardianship)
- Orange County Special Olympics
- SNAC Meetings Mock IEP

Partnerships

- UNC - Project Express
- UNC TEACCH - ASAP
- NC DHHS - NC START
- Duke University/Center for Child and Family Health
- Related Services Internship Sites
- EC Collaborative Workgroup
- Autism NEST Program Exploration

Collaboration

- PreK
  - Collaboration with Instructional & Compliance Specialists to streamline PreK - K Transition
  - Autism and Behavior Support Services for PreK
    - Professional development
    - Observation & collaborate to strengthen classroom practices & enhance student supports
- ECAC Administrator Meetings
- EC Collaborative Work Groups

EC Collaborative Workgroup

- Multidisciplinary Team
  - Parents, district leaders, principals, teachers, EC Specialists IS & AS), board members (past and present) Community Leaders and University Professionals

- Team engaged in three days of problem solving and discussion (SCAN) facilitated by Dr. Christy Stanley. This group will run through the remainder of 2026, this group began during the 25-26 SY.

- We have identified critical areas of focus and on-going priorities for exceptional children programming

EC Collaborative Workgroup

- Focus on student growth by focusing on academic and behavioral needs. Connecting to MTSS and Code of Character and Conduct
- Training/professional development for teachers (Gen Ed/EC)
- Expand continuum of services and community/family awareness and settings for EC students

Enhancing Stakeholder Voices

Stakeholder Group	Collaboration Channels & Initiatives
Teachers	EC Survey EC Workgroup, SNAC Representatives, Curriculum Review Teams, Job Alike EC PLCs
Administrators	ECAC Administrator Group, Curriculum Selection Partnerships
Parents	SNAC collaboration, EC Workgroup Members, EC Newsletters, EC Open Houses
Community	Google Meets: TEACCH, NCDLA, NY Autism NEST, NC State School of Education, UNC School of Education, Vanderbilt University, Allied Services UNC

EC Staff Survey

2025-2026 School Year

THINK (AND ACT) DIFFERENTLY

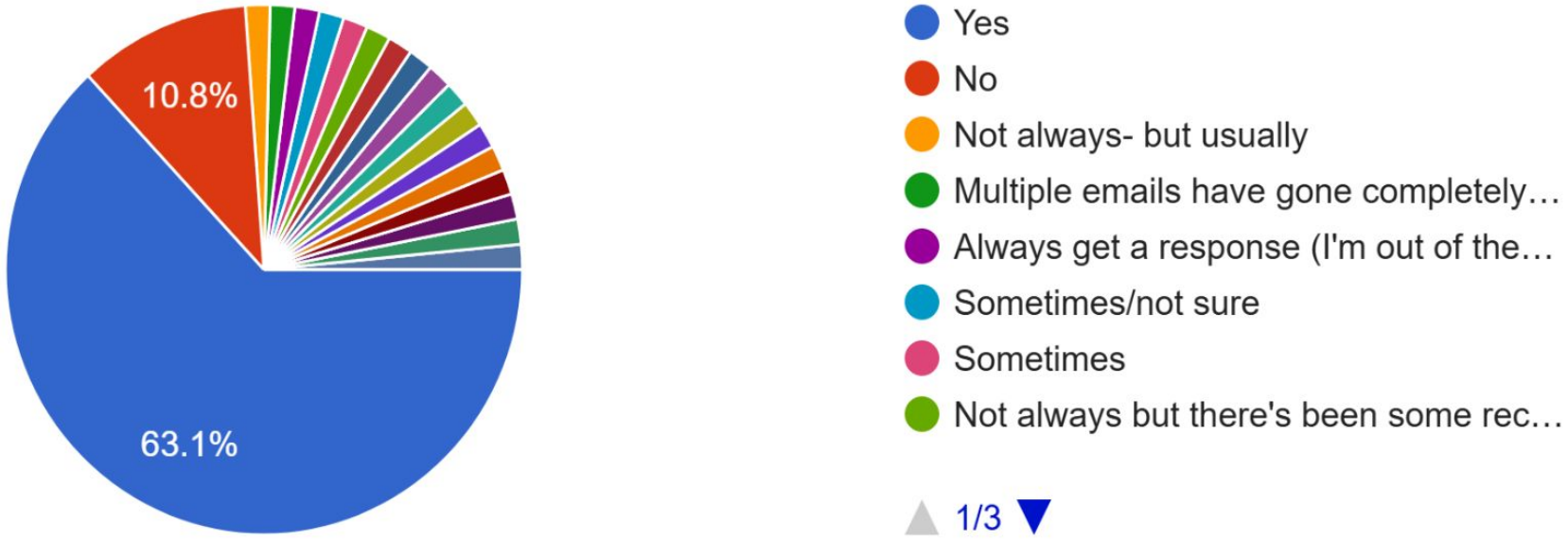
EC Staff Survey

- EC Staff were invited to complete the survey
  - 65 of 187 responded
- The SED and each director met with all school teams to review and have conversations about the data
  - District results
  - School results
- Survey consisted of 8 open ended questions regarding the EC program and central office staff supports
- Responses were reviewed and analyzed to identify common themes across schools

Timely Communication and Feedback

Are you receiving timely communication and feedback from our team (within 24 - 48 hours)

65 responses



THINK (AND ACT) DIFFERENTLY



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What's Going Well

- ★ Strong Team Relationships and Collaboration
- ★ Commitment to Students
- ★ Support from Specific Individuals/Roles
- ★ Professional Learning Opportunities
- ★ EC Workgroup

THINK (AND ACT) DIFFERENTLY



Staff Needs Identified

- A need for clearer, more consistent communication
- Support with student behavior and classroom management
- Desire for stronger leadership visibility and follow-through
- Concerns about workload, staffing shortages, and burnout
- Wanting a more positive, trust-filled school climate

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Inquiry To Action

Survey Concerns

- Increased Communication
- Workload and Non-instructional duties
- Support with student behavior and classroom management

Planned Remedies

- Increased communication pathways and school visits
- Paraprofessional training
- Let's Go Learn- online platform
- Unified Autism/ Behavior Team
- PreK focused AU/Behavior Team

Building Professional Capacity- Specially Designed Instruction & Behavior Support

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THINK (AND ACT) DIFFERENTLY

Professional Development Opportunities Provided

- Summer TEACCH training General Education and EC Teachers
- Evidence-Based Practices to teach Math & Writing Skills
- Wilson Training, SPIRE Training, SLD in Math
- Demand Triggered Anxiety
- Empowering Students with Assistive Technology: Practical Tools for Everyday Teaching
- Autism 101 & Behavior 101
- What Makes Writing Work: Exploring the Key Components of Written Expression (Occupational Therapist)

New PL Offerings in 2026-2027

Co-Teaching for Successful Outcomes
How Do We Know Students are Receiving Educational Benefit

Administrators Institute

- Building a Strong EC Department at your School
- Supervising an ECAC Program
- How do we know students are Receiving Educational Benefit

New PL Offerings in 2026-2027

- Neuro-Inclusive Classrooms Day 1: Science, core features, intersectionality, and ableism
- Neuro-Inclusive Classrooms Day 2: UDL Planning your classroom environment (supporting sensory and attention needs, hyper/hypo)
- Partnered with our Community Schools program (after school) to offer professional learning for these partner providers and we will do the same with Pre K this year

Teacher Assistant Training

Elementary TA's

Progress Monitoring Training

- The goal was to give them the tools to help their teachers with their workload.
- Training on data input into ECATS.
- Learning to create invitations.
- Assist with timely data collection.

Secondary TA's

TEACCH Training

Secondary TA's were trained on preparing students for life beyond HS by TEACCH.



What's Working… What's Yet to Be Maximized

Working

- Building trust and engagement with EC staff by allowing for more teacher and school leader voice
- Continuing to strengthen a culture based on evidence-based practices and support
- We are strengthening our collaborative efforts and reaching across both internal and external work partners

In Process

- Consistent data collection processes
- Structured PLC processes
- Increased parent education and engagement and working to increase our inclusive environments
- Sharing out our departmental actualization plan that will be born out of (data, observation and the EC Workgroup)

Problem Solving Around

-Our ECAC teachers have been difficult to hire for

- In some ways our caseloads being low, increases our allotment needs

-Accessing funds to maintain instructional tools such as Zones of Regulation, Everyday Speech, Help Kidz Learn and expansion of Evidence Based Curriculum across schools

-Marketing our EC programming

HUGE SHOUT OUT to our WorkGroup!

Meredith Ballew, CHCCS Board Member

Dr George Griffin, CHCCS Board Member

Brandy Reeves, CHCCS Chief of Student Services

Fonda Robinson, CHCCS Senior Executive Director-EC

Rolesha Harris, CHCCS Director of Related Services

Dr Kathryn Pritchard, CHCCS Director of Instructional Services

Erin Watts, CHCCS Director of EC Compliance

Dr Sophia Mapp,CHCCS Director Pre-k/Headstart

Aisha Howard, CHCCS Executive Director of Elementary Schools

Nicole Walker, CHCCS Director of MTSS and Academic Programming

Dr Christy Stanley, CHCCS Director of HS humanities and professional learning coordination

Stephanie Thurber- CHCCS Autism/Behavior Specialist

Issac Marsh-CHCCS EC Instructional Specialist

Teonaka Daye-CHCCS Executive Director of Student Success & Federal Programs

Alicia Curtis- CHCCS Executive Director of Curriculum, Secondary Education

Christopher Horne, C&L McDougle MS Principal

Amy Rickard, Morris Grove Principal

Dr Kirtisha Jones, C&L McDougle ES principal

John Hite, Carrboro HS EC Teacher

Courtney Sears, Ephesus ES EC Teacher

Marcella Twamley, SNAC Co-Chair

Ben Alschuler, SNAC Chair

Amber Scutt-Brown-, Pre-K Parent

Dr Mary Ann Wolf -Wolf Ed LLC, CEO, BoardSync,Co Founder

Dr Kara Hume, UNC School of Education, Associate Professor Program Coordinator, Applied Developmental Sciences & Special Education

Dr Jennifer Diliberto- UNC School of Education, Clinical Professor



Questions

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2022-2027

THINK (AND ACT) DIFFERENTLY

Aspirations

We have the power to completely transform the narrative within the state and federal reports concerning our compliance data and SWD achievement.

Our efforts and dedication can shine a bright light on student's true potential, ensuring their struggles are recognized and their successes celebrated. Together, we can make a profound, lasting impact that changes perceptions and opens doors for a brighter future.

Board of Education Agenda Abstract

Meeting Date: October 1, 2026
Agenda Type: Superintendent's Report/Information Item(s)

Subject: 2025-26 District Accountability and Strategic Plan Progress Update

Division:	Student Services and Instructional Services Divisions	**Department:**	Instructional Services Division
Person Responsible:	Dr. Robert Bales, Chief Academic Officer; Brandy Reeves, Chief of Student Support Services; Ben Cawley, Director of Student Data and Reporting	**Feedback Requested From:**	N/A

Strategic Plan Alignment: ALL AREAS

Previous Work Session (Y/N):	No	Date:
Previous Discussion and Action (Y/N):	No	Date:

Attachment(s):
Complete Strategic Plan and Accountability (2025-26) Update - Larger Deck.pdf
BOE 10_1 Presentation Deck.pdf

PURPOSE:
Provide the Board of Education with a clear, comprehensive picture of district performance during the 2025-26 school year across key indicators, including growth, proficiency, graduation rates, discipline, attendance, and student perception data, while connecting these outcomes to progress on the CHCCS Strategic Plan 2027. The presentation celebrates positive momentum in academic performance, attendance, school growth, science outcomes, and student perceptions while identifying opportunities for continued improvement, particularly for multilingual learners, secondary proficiency, and early-grades reading. Also continued improvements with Students with Disabilities in the areas of proficiency. It also establishes how the district will use AVID, MTSS, PLCs, K-12 instructional coaching, and ongoing data analysis to build upon effective practices and improve outcomes for every student group.

BACKGROUND:

This annual update provides the Board with a comprehensive view of district progress through federal and state accountability measures and the goals of the CHCCS Strategic Plan. At the conclusion of this year we will sunset th 2027 strategic plan, much of our learning will contribute toward our goals for the years to come.

The 2025-26 results reflect encouraging momentum: 77.8% of schools met or exceeded growth, 66.7% earned an A or B School Performance Grade, overall proficiency increased across most tested areas, attendance improved, student perceptions continued to trend positively, and three elementary schools exited Targeted Support and Improvement status. The district also met 68% of its Strategic Plan goals. Alongside these successes, longitudinal

and student group data help identify where greater consistency and intentional focus can produce stronger outcomes particularly for multilingual learners and across secondary grades. Consistent with the Curriculum and Instruction Management Plan, the district's theory of improvement centers on aligned implementation of AVID, MTSS, and PLCs, strengthened by K-12 instructional coaching and ongoing use of data. Together, these structures allow CHCCS to replicate effective practices, respond purposefully to student needs, and advance growth, achievement, belonging, and opportunity for every student.

FINANCIAL IMPACT:
N/A

PERSONNEL IMPACT:
N/A

SUGGESTED ACTION: i. Public Comments

RESOLUTION: N/A



Board of Education

Accountability & Strategic Plan Update (2025-26)
September 17, 2026

CHAPEL HILL-CARRBORO
Est. 1909
STRATEGIC PLAN
2022-2027

Mission

CHCCS believes every individual's unique background and culture enhance our schools. By providing students with a safe and joyful learning environment, we collaborate with families to create a community where all students, families and staff members feel affirmed and respected to develop their fullest potential.

Our Vision

Equipping students to navigate the world and make a positive impact throughout their life's journey.

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DIFFERENTLY



STRATEGIC PLAN
2022-2027

- Accountability Outcomes
  - End of Year Results - Academic
  - Discipline Overview
  - Attendance Overview
- Areas of Focus for 26-27
  - Why ML/SWD
- AVID Pilots
- 3 Big Rocks
- Strategic Plan Update

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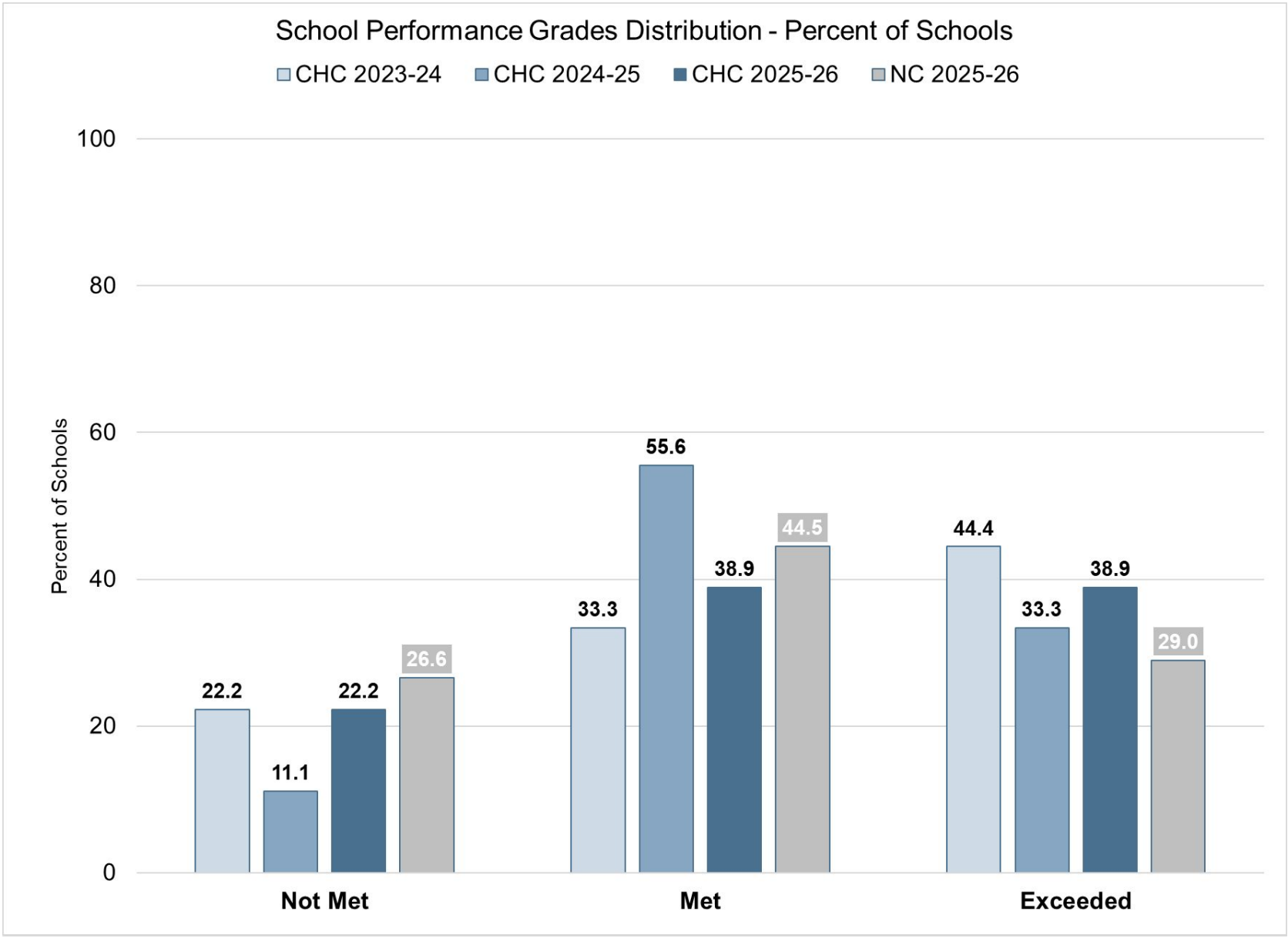
THINK (AND ACT)
DIFFERENTLY

Accountability Overview

CHAPEL HILL-CARRBORO CITY SCHOOLS
Est. 1909
STRATEGIC PLAN
2022-2027

Growth is one of the metrics used to calculate the School Performance Grades under the Every Student Succeeds Act (ESSA).

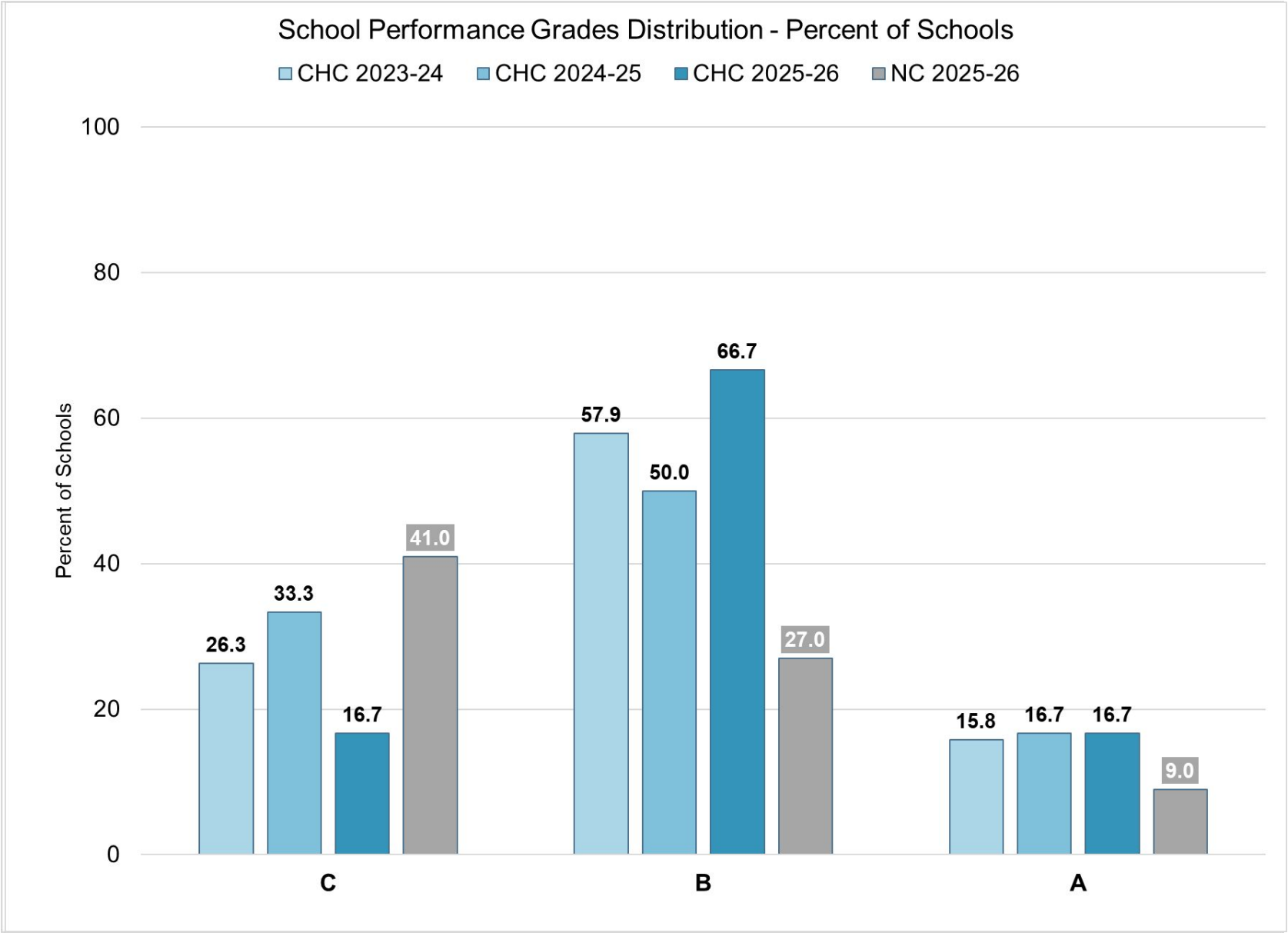
In 2025-26, 77.8% of CHCCS schools met or exceeded growth (NC 73.4%)



School Performance grades are calculated from 20% Growth and 80% Achievement. The outcome is based on a 15 point grading scale.

CHCCS had 83.4% of schools earn A or B grades.

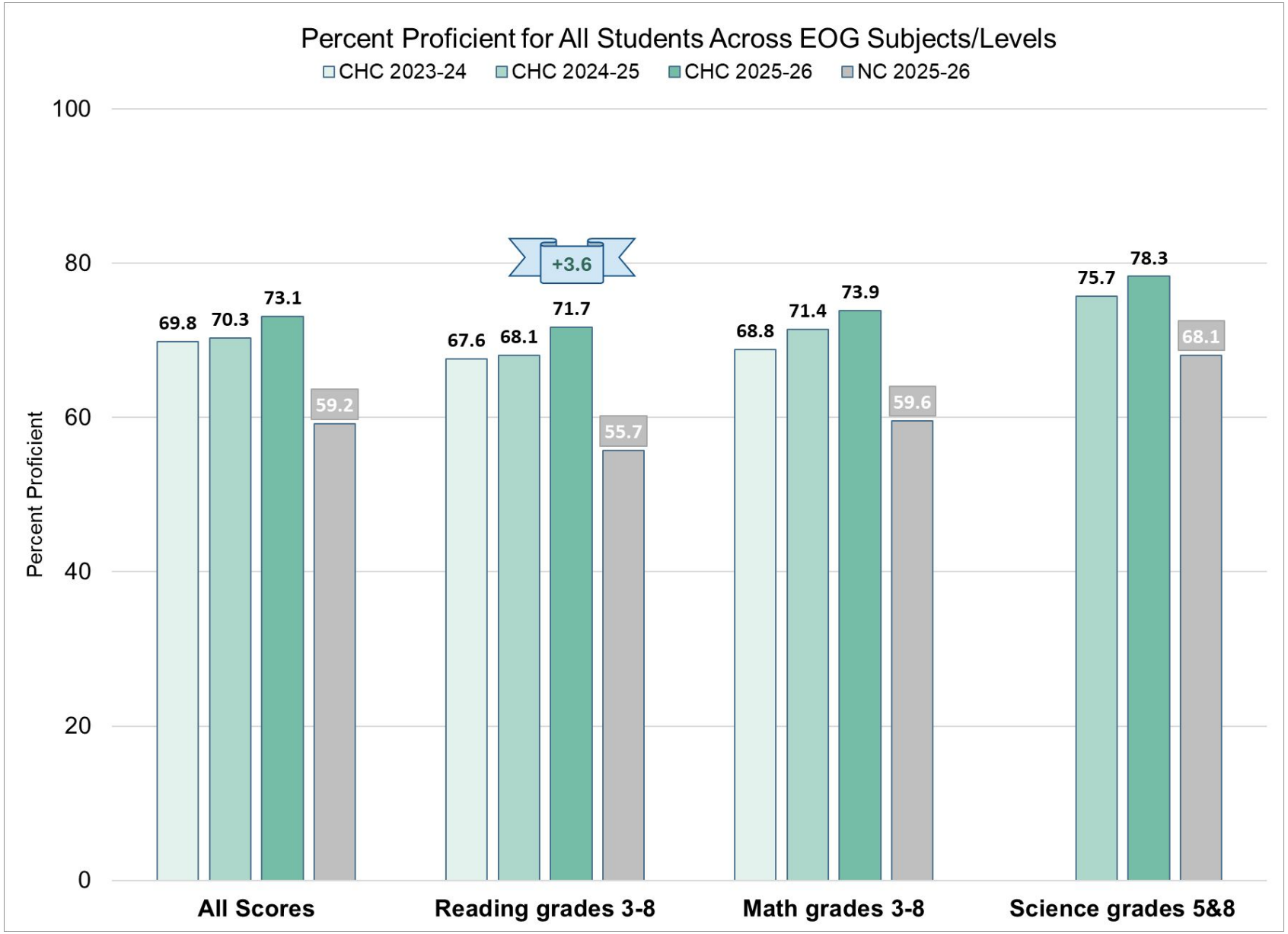
NC had 37.1% do the same; not shown, the State also had 20.2% earn a D grade, and 3.2% an F grade.



This chart shows proficiency by subjects with an End of Grade test over 3 years, plus the most recent data for NC.

In 2025-26, compared to 24-25 CHCCS differed by these percentage points:

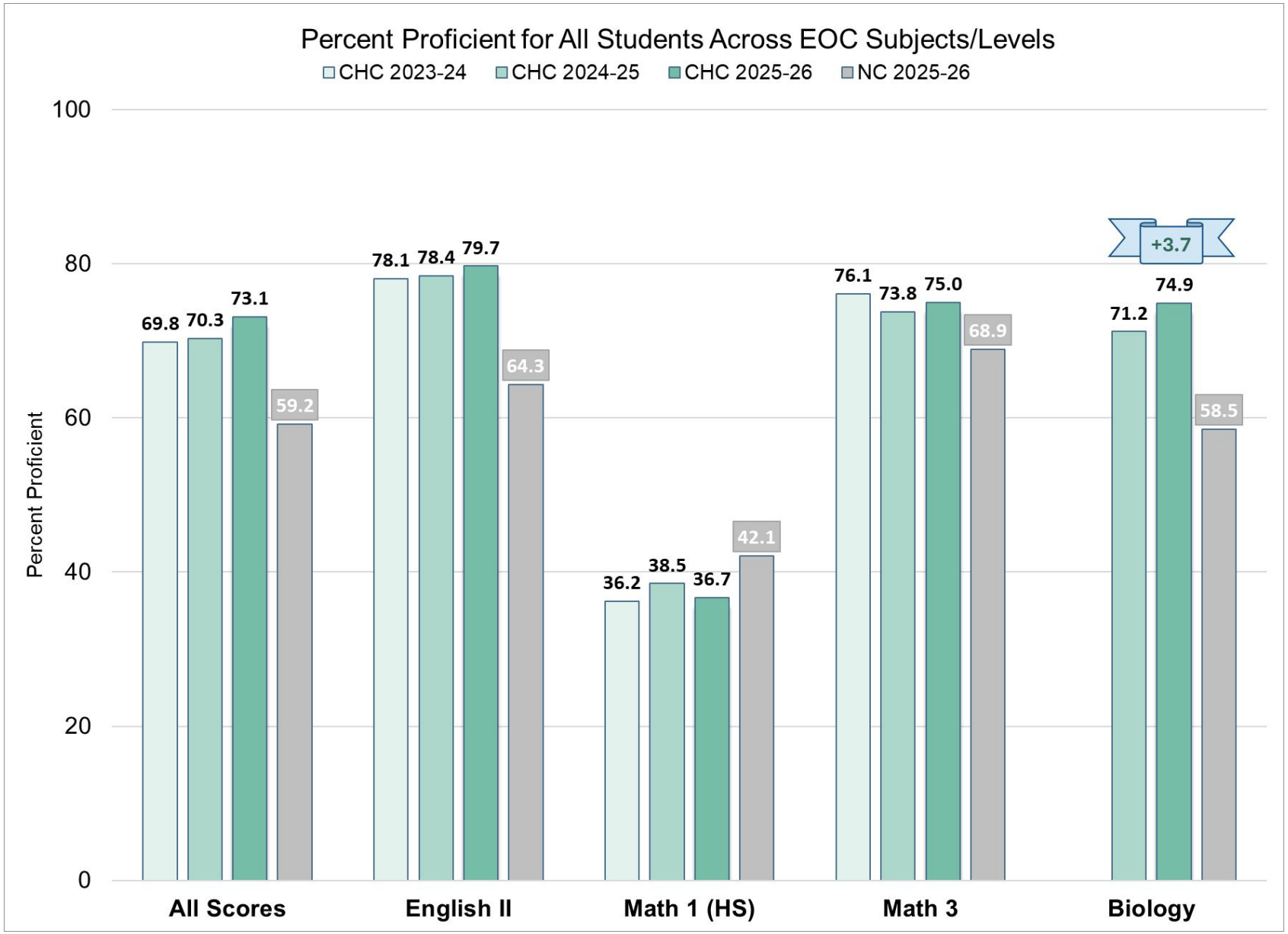
Reading grades 3-8	+3.6
All Scores	**+2.8**
Science 5&8	+2.6
Math grades 3-8	+2.5



This chart shows proficiency by End of Course testing for 3 years, plus the most recent data for NC.

In 2025-26, compared to 24-25 CHCCS differed by these percentage points:

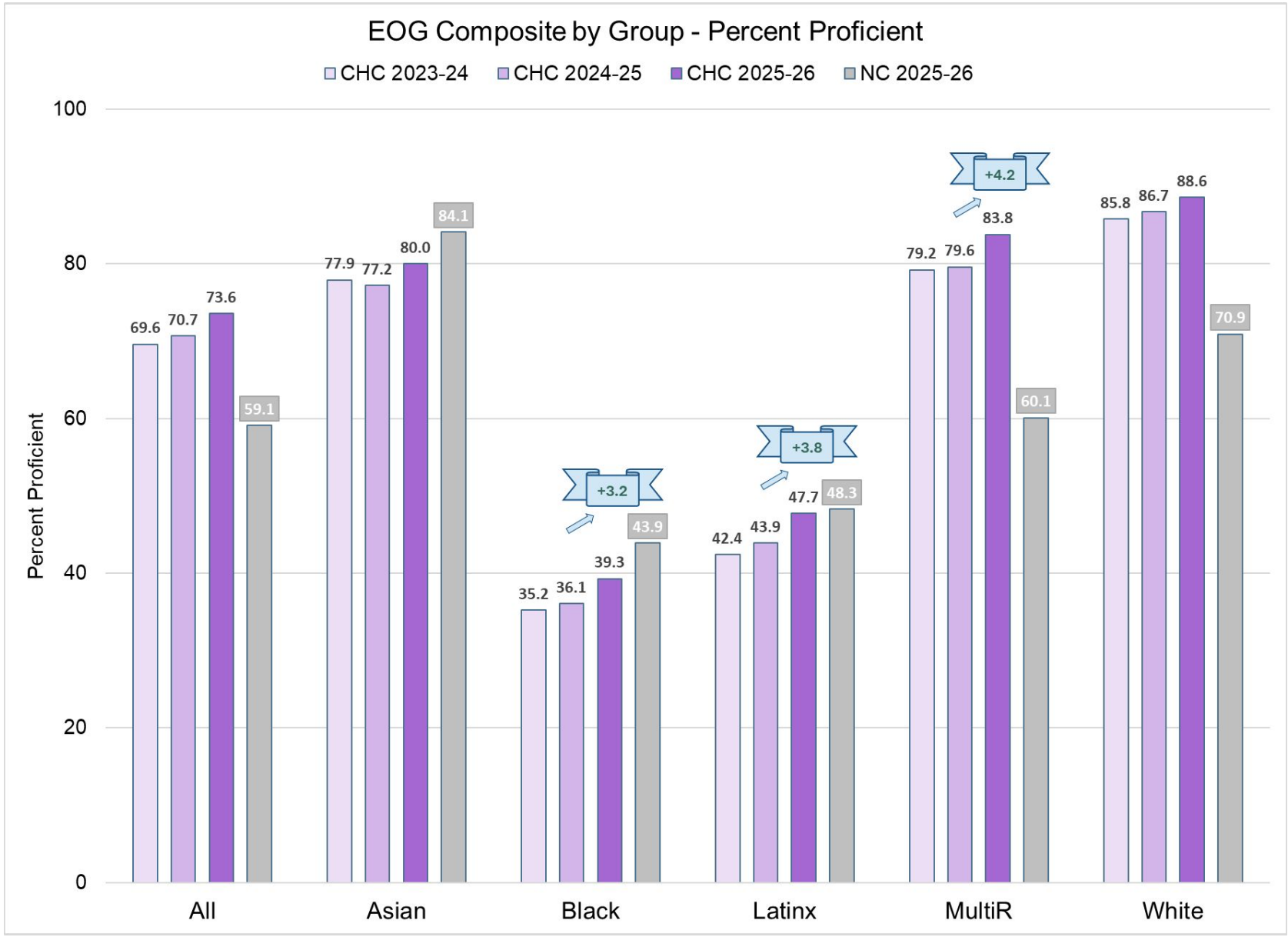
Biology	+3.7
All Scores	**+2.8**
English II	+1.3
Math 3	+1.2
Math 1 (HS)	-1.8



The EOG composite includes reading and mathematics in grades 3-8, and science in grades 5 & 8. Stars indicate goals of 3 percentage point improvement were met.

CHC 2025-26 differed from 2024-25 CHC (in percentage points) by:

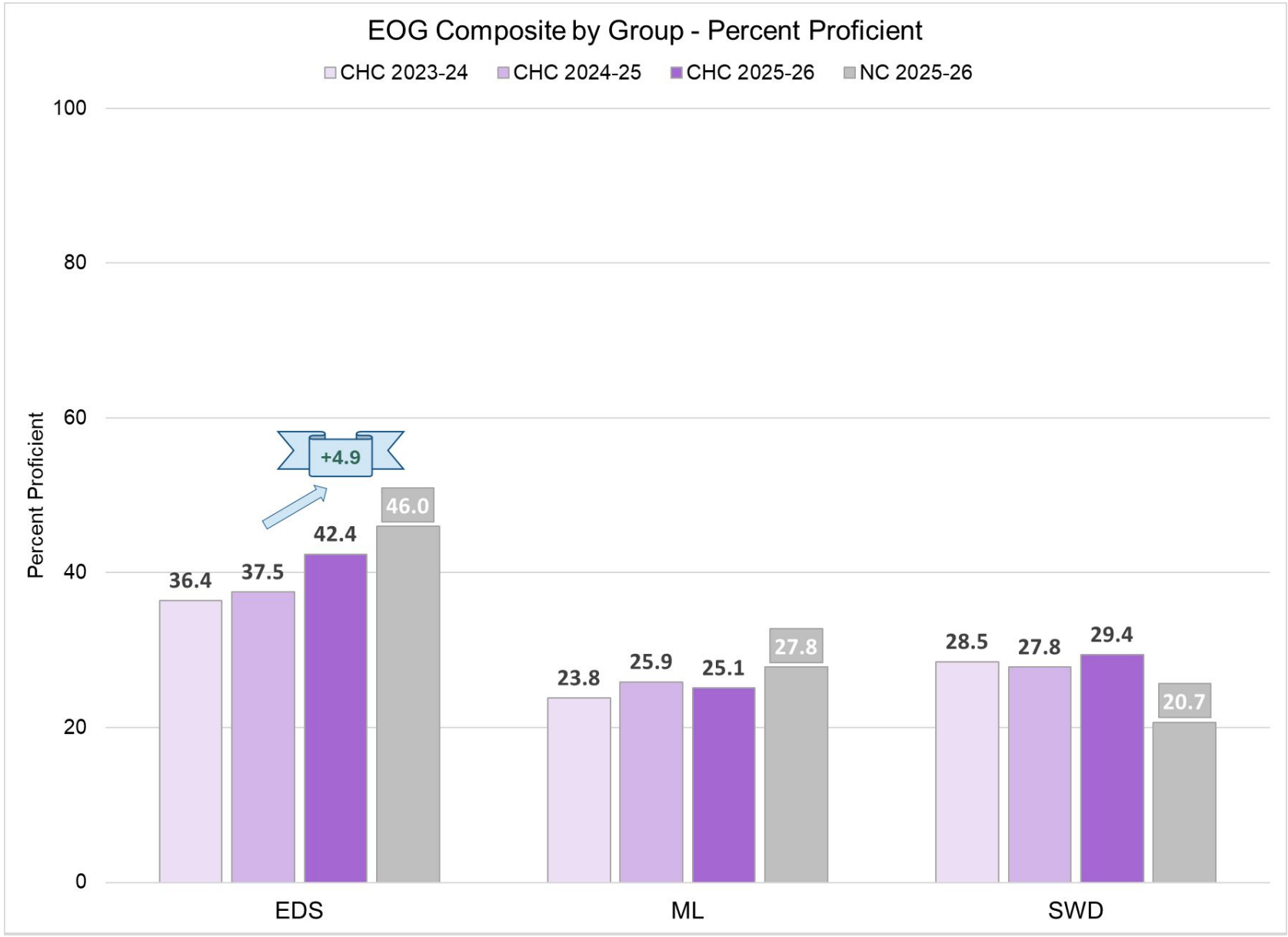
Multiracial	+4.2
Latinx	+3.8
Black	+3.2
All	**+2.9**
Asian	+2.8
White	+1.9



The EOG composite includes reading and mathematics in grades 3-8, and science in grades 5 & 8. Stars indicate goals of 3 percentage point improvement were met.

CHC 2025-26 differed from 2024-25 CHC (in percentage points) by:

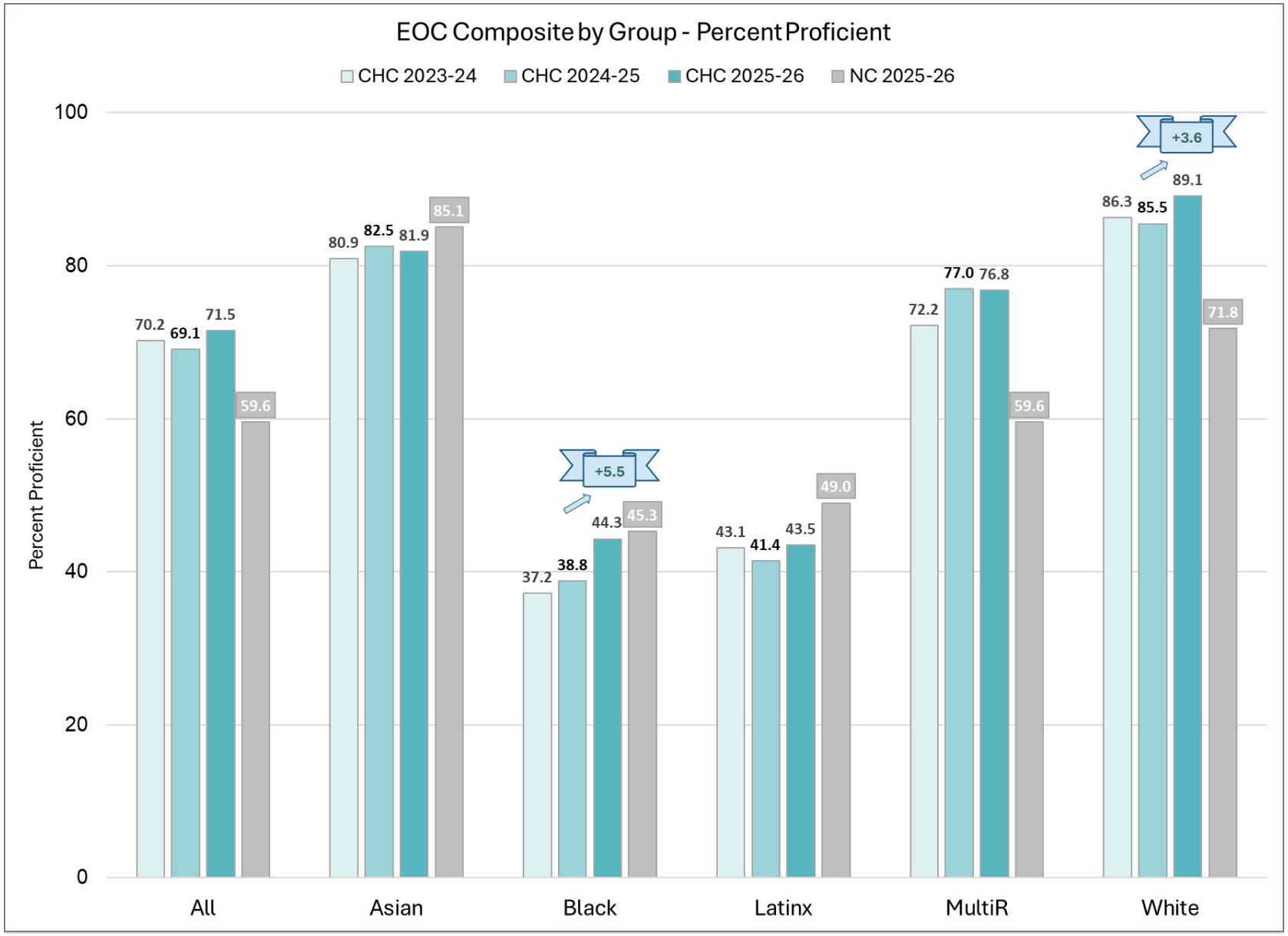
EDS	+4.9
All	**+2.9**
SWD	+1.6
ML	-0.8



The End-of-Course composite includes NC Math 1 in high school, NC Math 3, English II, and Biology.

Compared to 2024-25 CHC levels, 2025-26 CHC (in percent proficient)

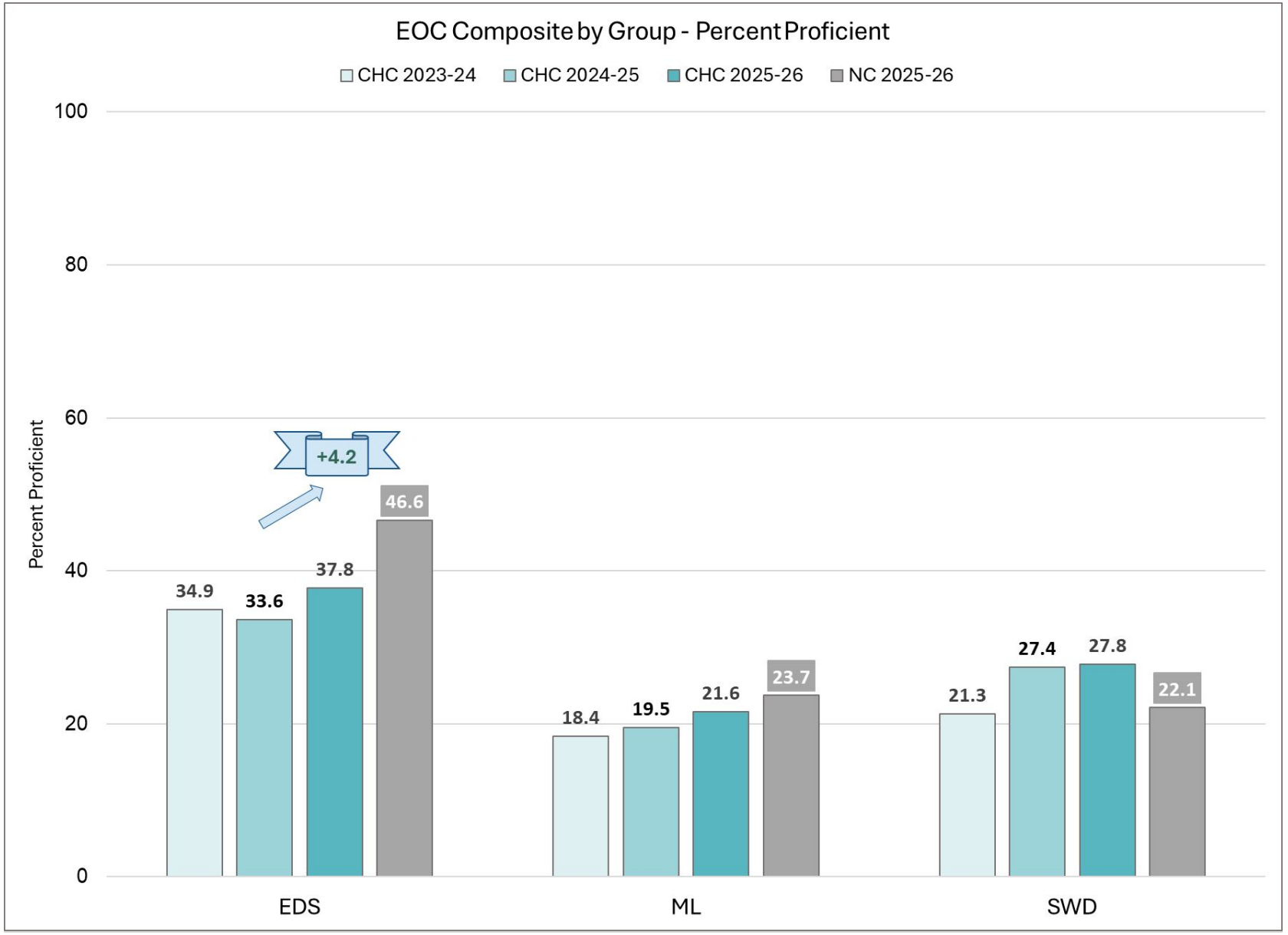
Black	+5.5
White	+3.6
All	**+2.4**
Latinx	+2.1
Multiracial	-0.2
Asian	-0.6



The End-of-Course composite includes NC Math 1 in high school, NC Math 3, English II, and Biology. Stars show groups whose proficiency rose at least three percentage points.

Compared to 2024-25 CHC levels, 2025-26 CHC (in percent proficient)

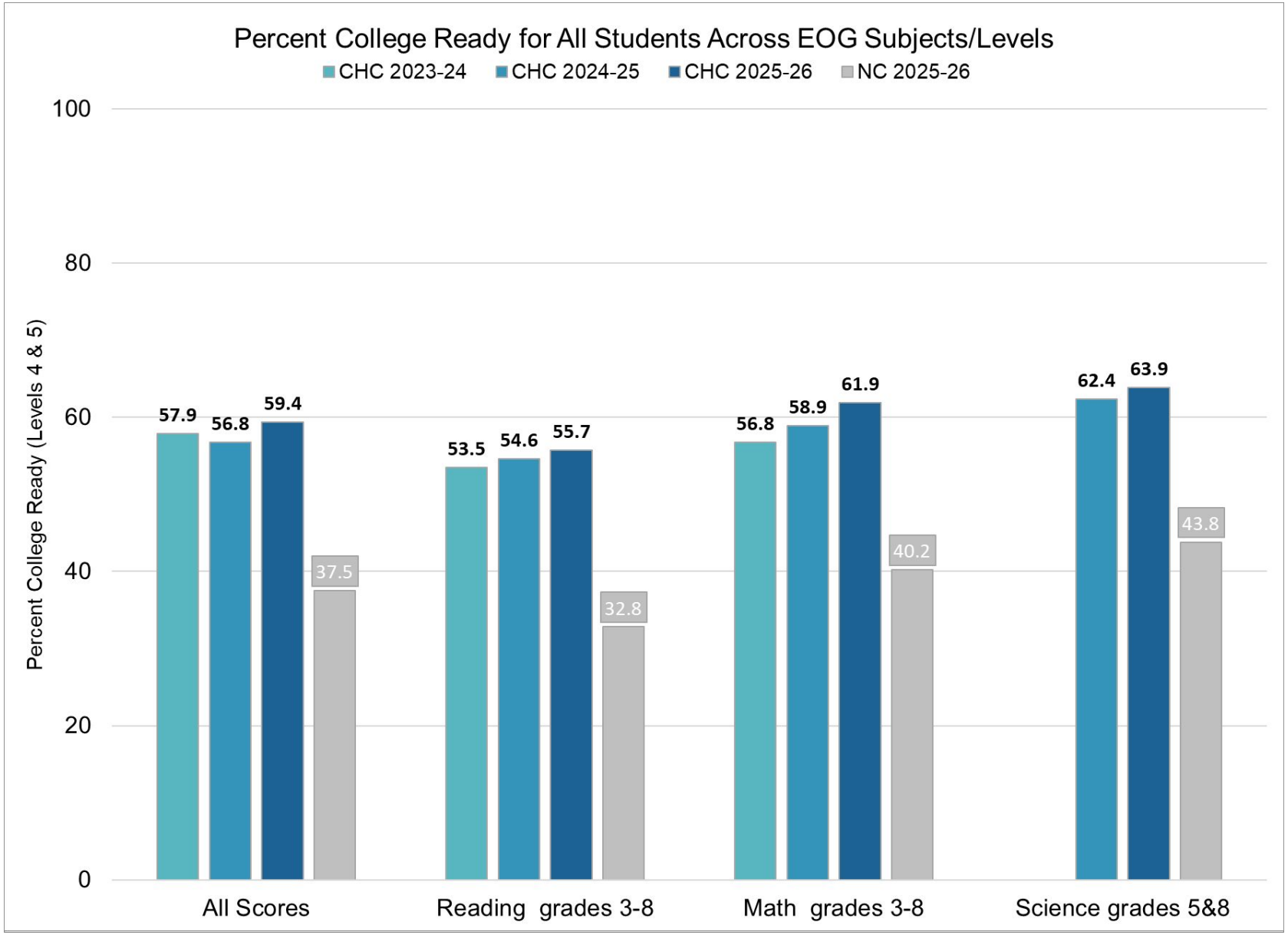
EDS	+4.2
All	**+2.4**
ML	+2.1
SWD	+0.4



This chart shows percent College Ready by subject for 3 years, plus the most recent data for NC. College Ready is achieving levels 4 or 5, while proficiency is levels 3, 4 or 5.

In 2025-26, compared to 24-25 CHCCS differed by these percentage points:

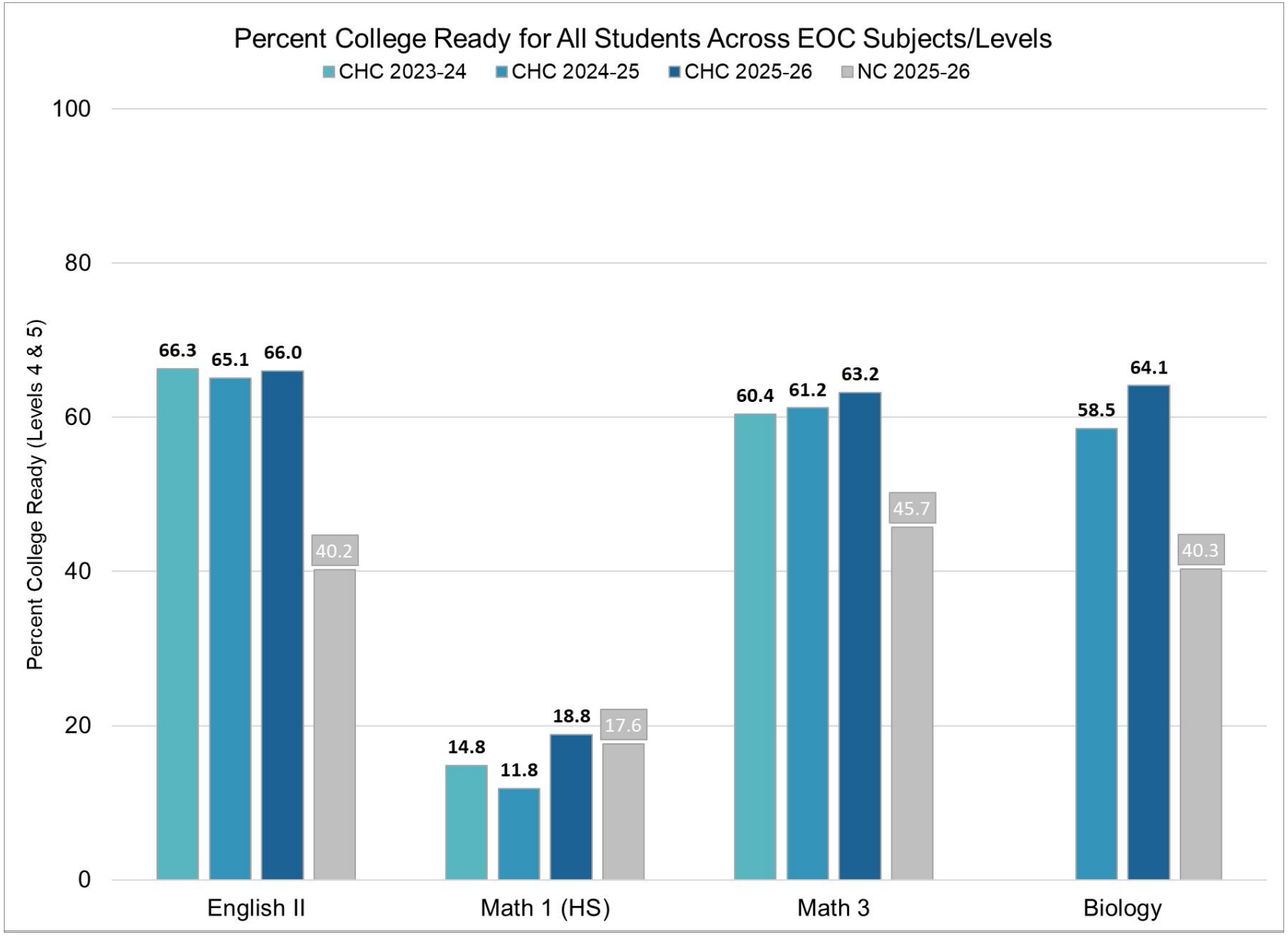
Math grades 3-8	+3.0
All Scores	**+2.6**
Science 5&8	+1.5
Reading grades 3-8	+1.1



This chart shows percent College Ready by subject for 3 years, plus the most recent data for NC. College Ready is achieving levels 4 or 5, while proficiency is levels 3, 4 or 5.

In 2025-26, compared to 24-25 CHCCS differed by these percentage points:

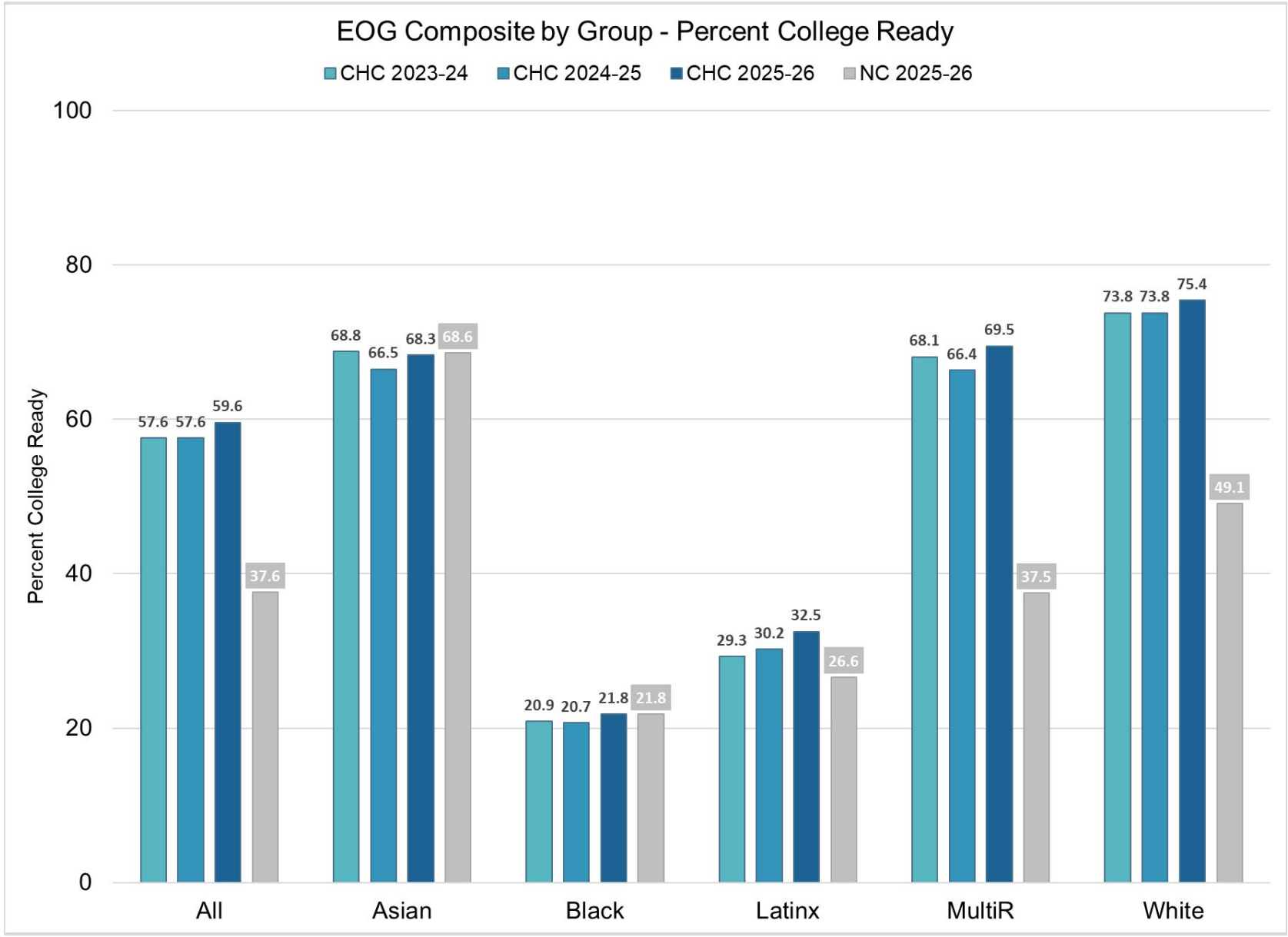
Math 1 (HS)	+7.0
Biology	+5.6
All Scores	**+2.6**
Math 3	+2.0
English II	+0.9



The EOG composite includes reading and mathematics in grades 3-8, and science in grades 5 & 8.

In 2025-26, CHCCS's College Ready percent differed from 2024-25 (in percentage points) by:

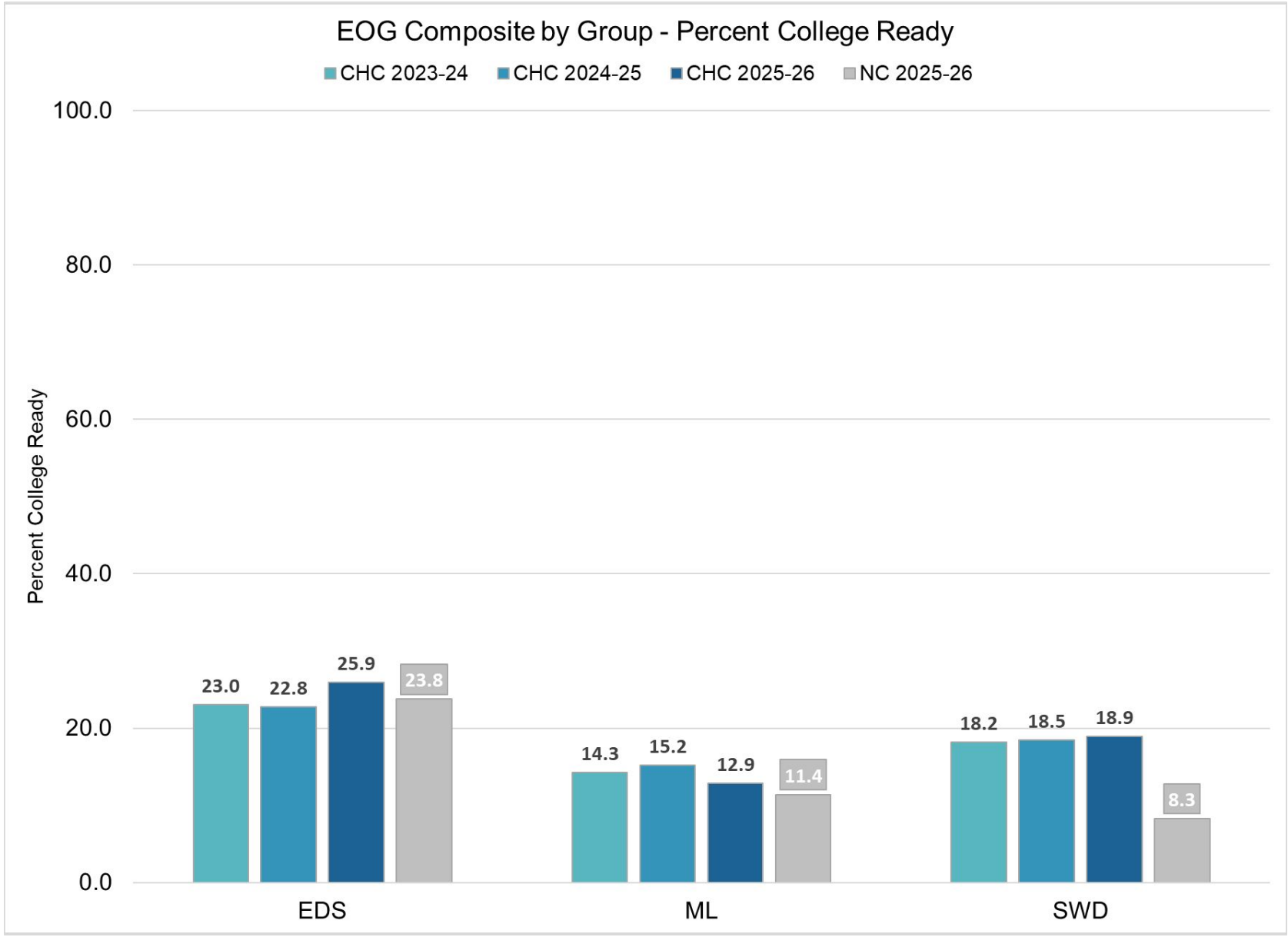
Multiracial	+3.1
Latinx	+2.3
All	**+2.0**
Asian	+1.8
White	+1.6
Black	+1.1



The EOG composite includes reading and mathematics in grades 3-8, and science in grades 5 & 8.

In 2025-26, CHCCS's College Ready percent differed from 2024-25 (in percentage points) by:

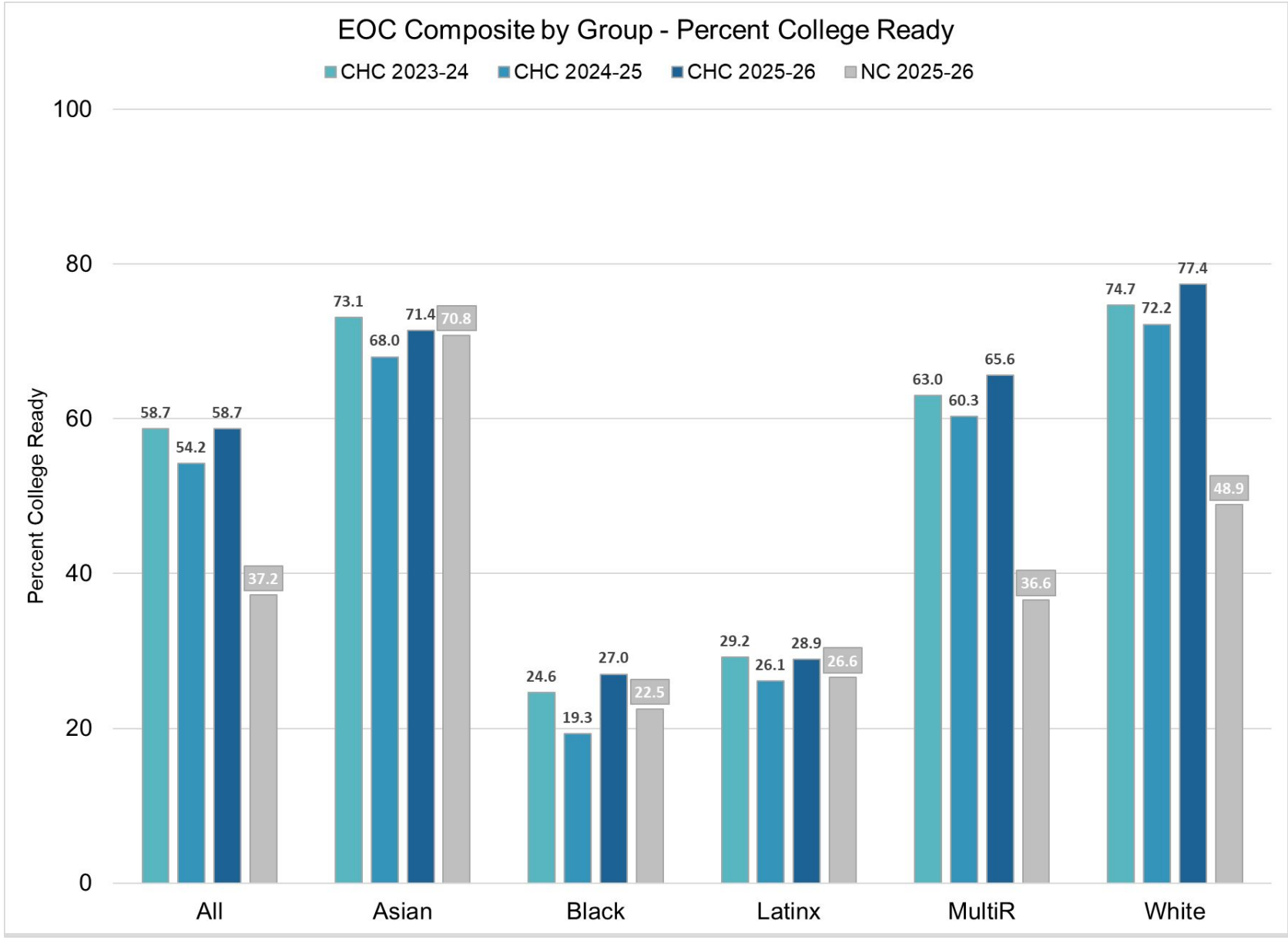
EDS	+3.1
All	**+2.0**
SWD	+0.4
ML	-2.3



The End-of-Course composite includes NC Math 1 in high school, NC Math 3, English II, and Biology. This chart shows the percentage of students who earned Level 4 or 5 scores.

Compared to 2024-25 CHC levels, 2025-26 CHC (in percent proficient)

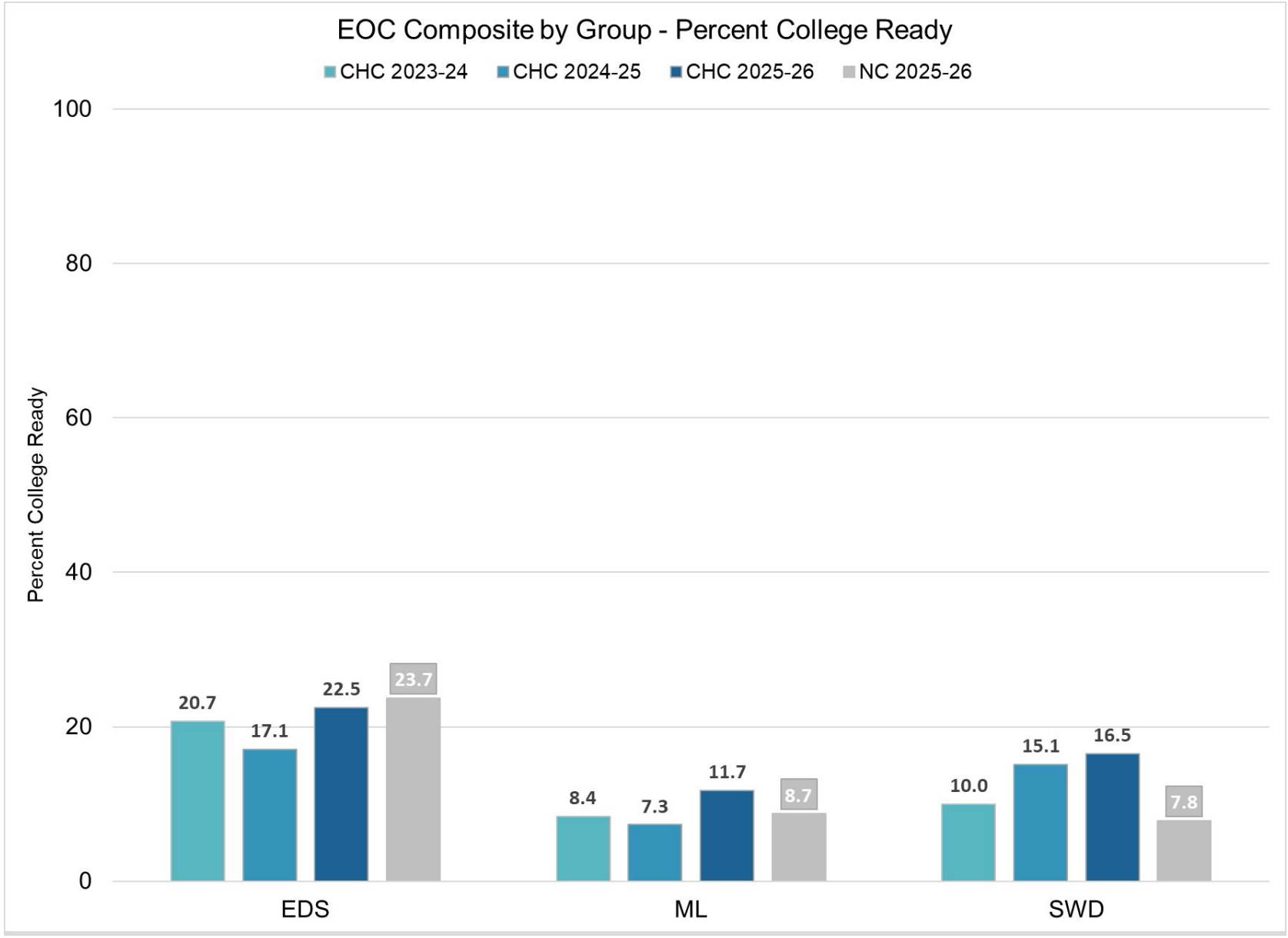
Black	+7.7
Multiracial	+5.3
White	+5.2
All	**+4.5**
Asian	+3.4
Latinx	+2.8



The End-of-Course composite includes NC Math 1 in high school, NC Math 3, English II, and Biology. This chart shows the percentage of students who earned Level 4 or 5 scores.

Compared to 2024-25 CHC levels, 2025-26 CHC (in percent proficient)

EDS	+5.4
All	**+4.5**
ML	+4.4
SWD	+1.4

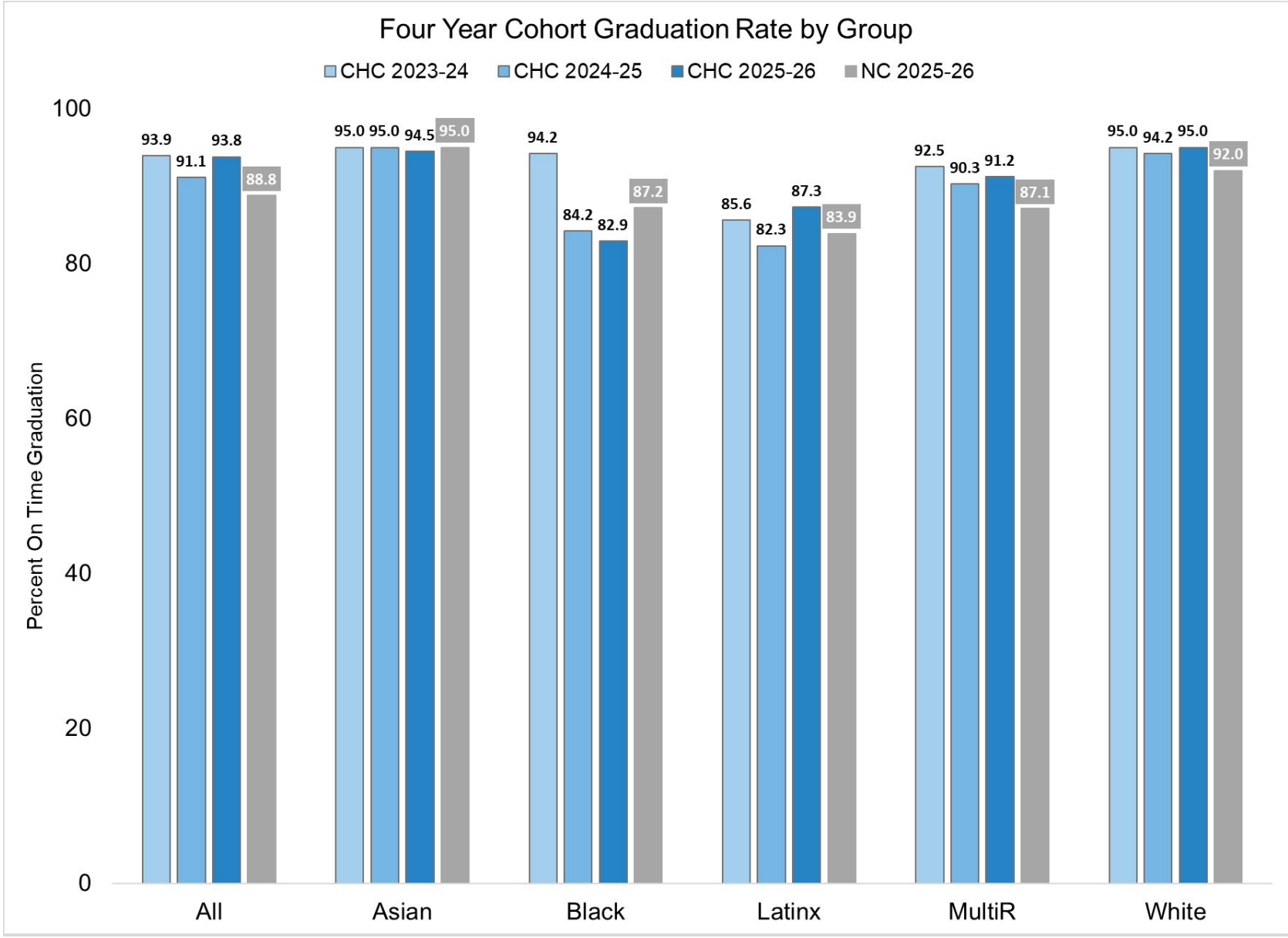


Cohort graduation rate is calculated by tracking a cohort of 9th graders over four years and calculating the proportion who graduated in four years.

The graduation rate for CHCCS for 2026 was 92.6 percent.

Compared to CHC in 2024-25, the CHCCS grad rates for 2025-26 differed by these amounts in percentage points:

Latinx	+5.0
All	**+1.5**
Multiracial	+0.9
White	+0.8
Asian	-0.5
Black	-1.3

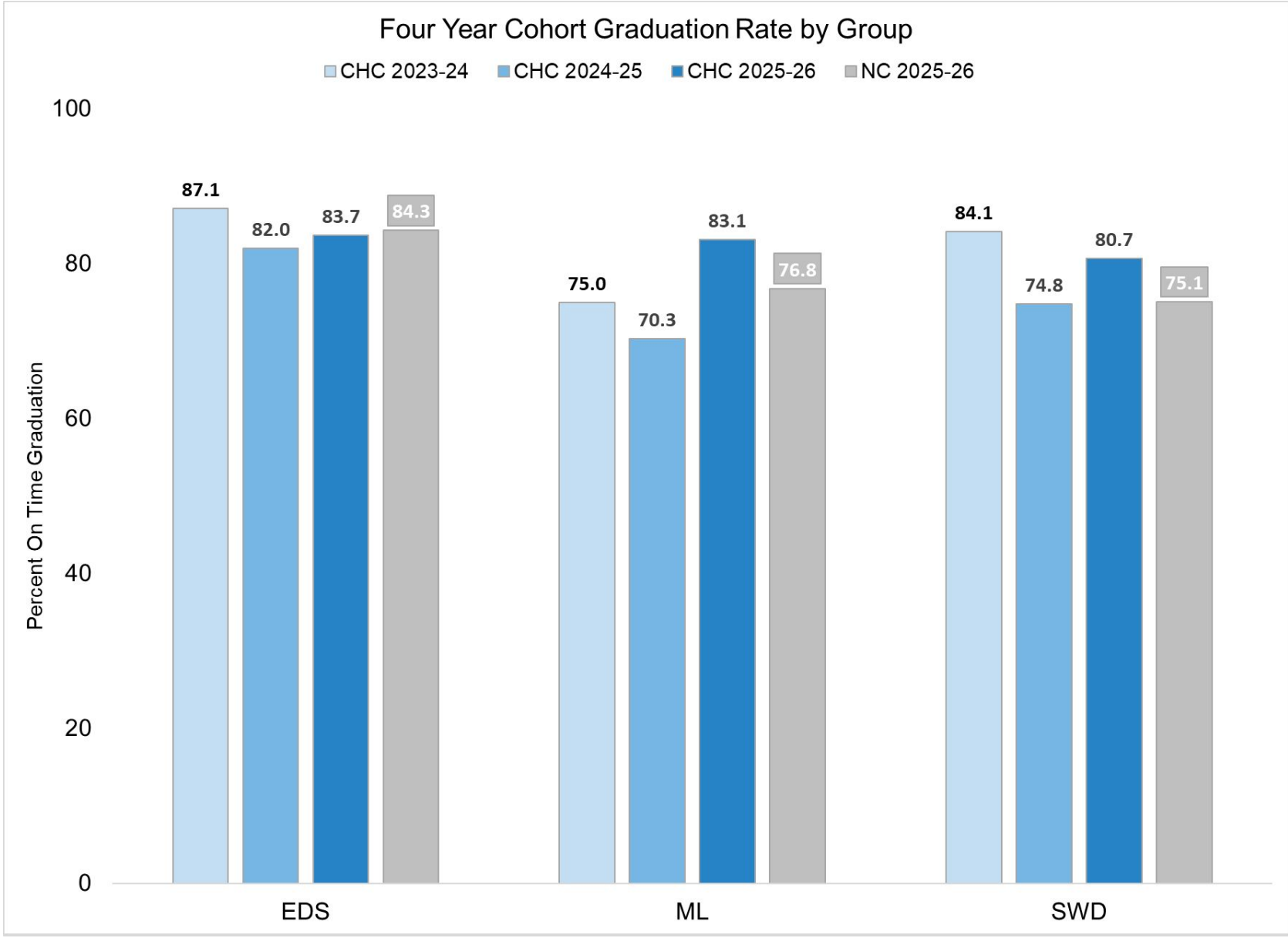


Cohort graduation rate is calculated by tracking a cohort of 9th graders over four years and calculating the proportion who graduated in four years.

The graduation rate for CHCCS for 2026 was 92.6 percent.

Compared to CHC in 2024-25, the CHCCS grad rates for 2025-26 differed by these amounts in percentage points:

ML	+12.8
SWD	+5.9
EDS	+1.7
All	**+1.5**



Discipline Overview

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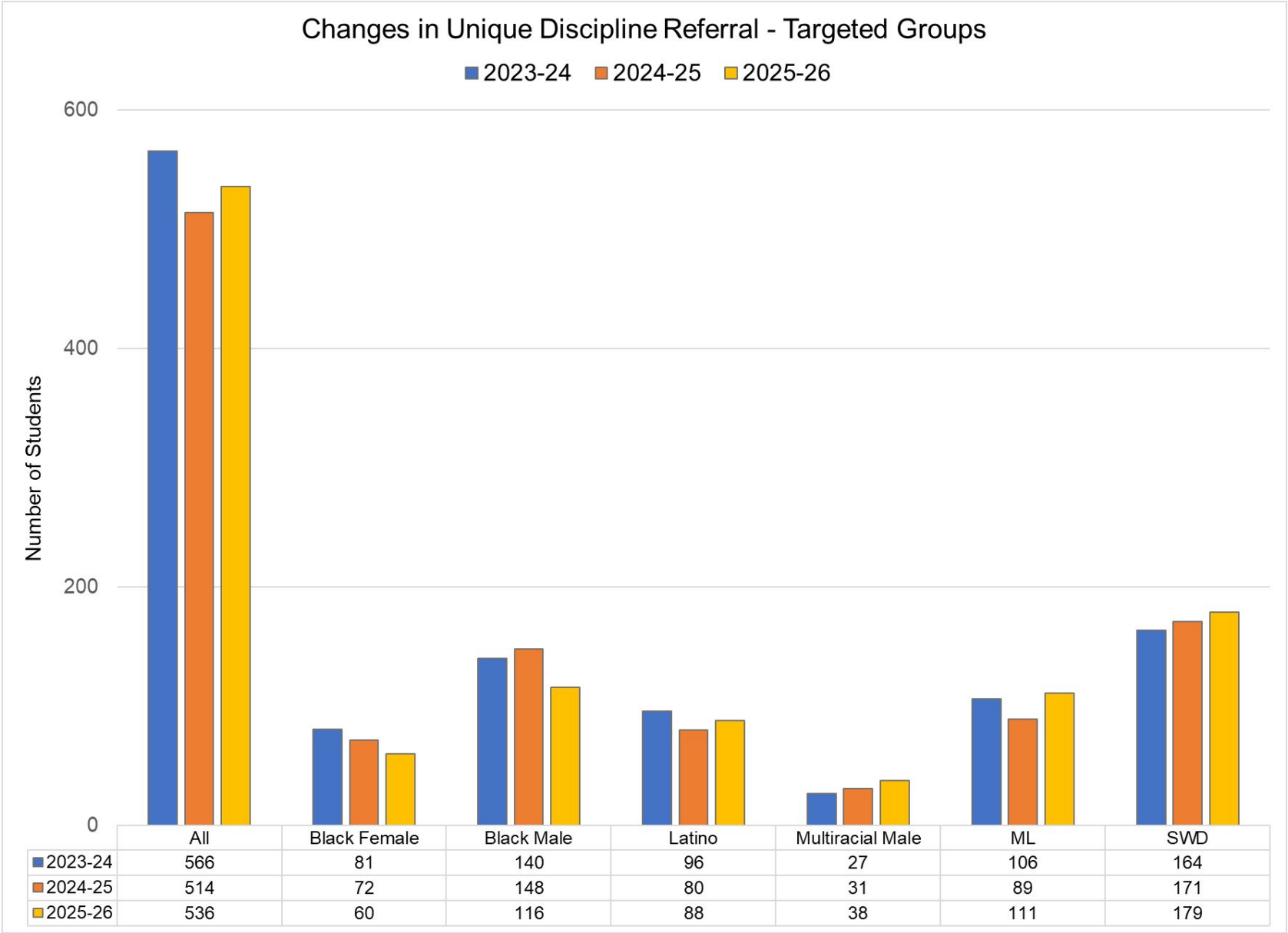
Overall, the number of students with one or more incidents increased by 22 from 2024-25 to 536 in 2025-26.

Enrollment was 11,018 at the end of last year, therefore 10,482 or (95.1%) of students did not have a referral in 2025-26.

Numbers have fallen each of the past two years among Black Female students, and in 2025-26 for Black Male students.

Numbers among SWD rose each of the past two years, up 15 in total.

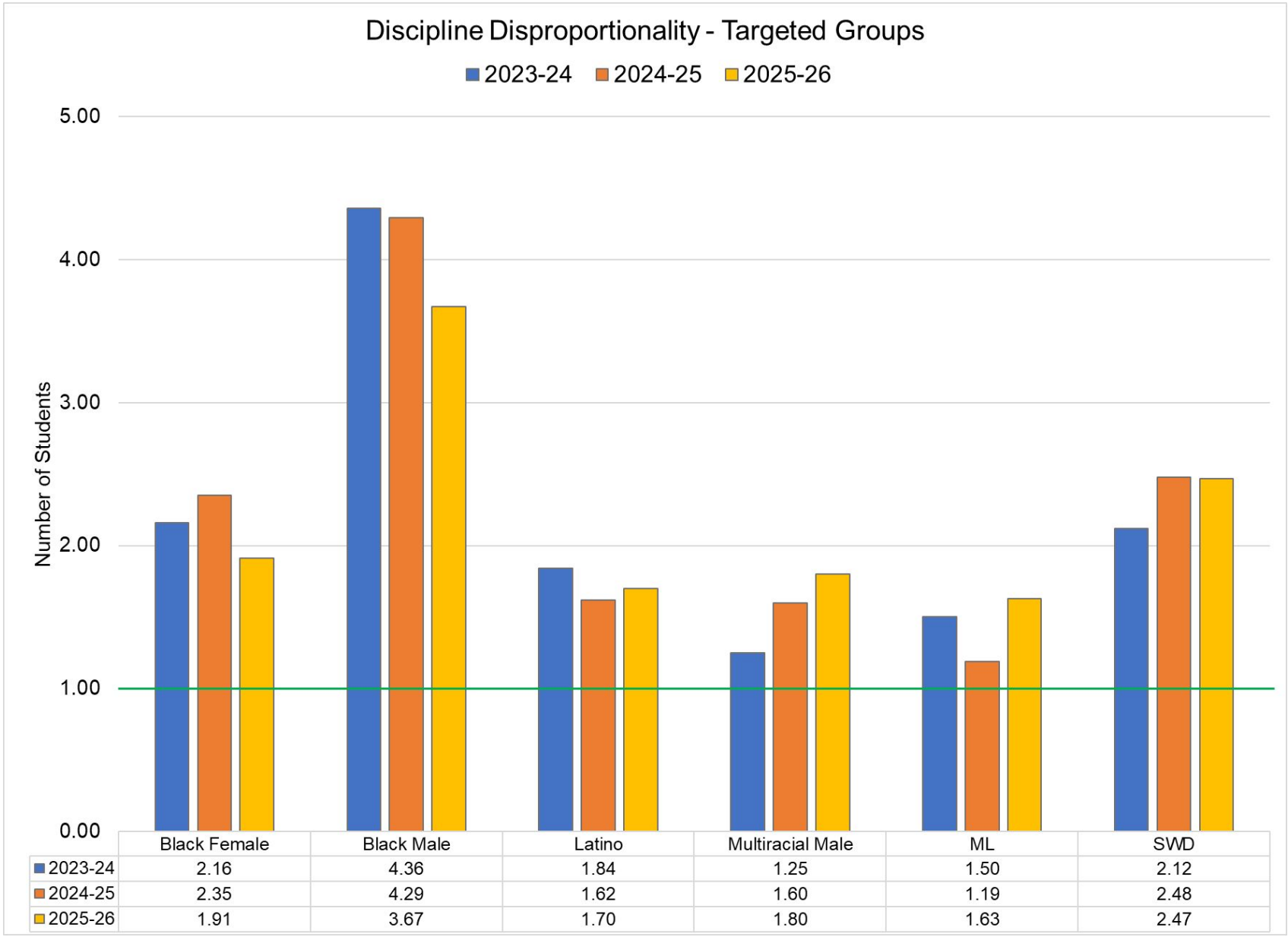
(In 2024-25, this report included PreK, and the enrollment comparison was monthly, not 20th day.)



	All	Black Female	Black Male	Latino	Multiracial Male	ML	SWD
2023-24	566	81	140	96	27	106	164
2024-25	514	72	148	80	31	89	171
2025-26	536	60	116	88	38	111	179

The discipline disproportionality value is the proportion of a group in the set of students with incidents, divided by the proportion of the students in enrollment.

1.00 represents no disproportionality. The indexes for Black Females decreased to 1.91, and for Black Males to 3.67 in 2025-26.



	Black Female	Black Male	Latino	Multiracial Male	ML	SWD
2023-24	2.16	4.36	1.84	1.25	1.50	2.12
2024-25	2.35	4.29	1.62	1.60	1.19	2.48
2025-26	1.91	3.67	1.70	1.80	1.63	2.47

Panorama Student Perception Surveys

Elementary Fall 2025-26

School Safety 78% favorable
(up from 67% Spring 22-23)

Teacher-Student Relationships 73% favorable
(up 2 percentage points from last Spring)

Sense of Belonging 67% favorable
(up 3 percentage points from Spring 23-24)

School Climate 65% favorable
(up 5 percentage points from last Spring)

Secondary Fall 2025-26

School Safety 60% favorable
(up 3 percentage points from last Spring)

Teacher-Student Relationships 50% favorable
(up 5 percentage points from last Spring)

Sense of Belonging 48% favorable
(up 10 percentage points from Spring of 23-24)

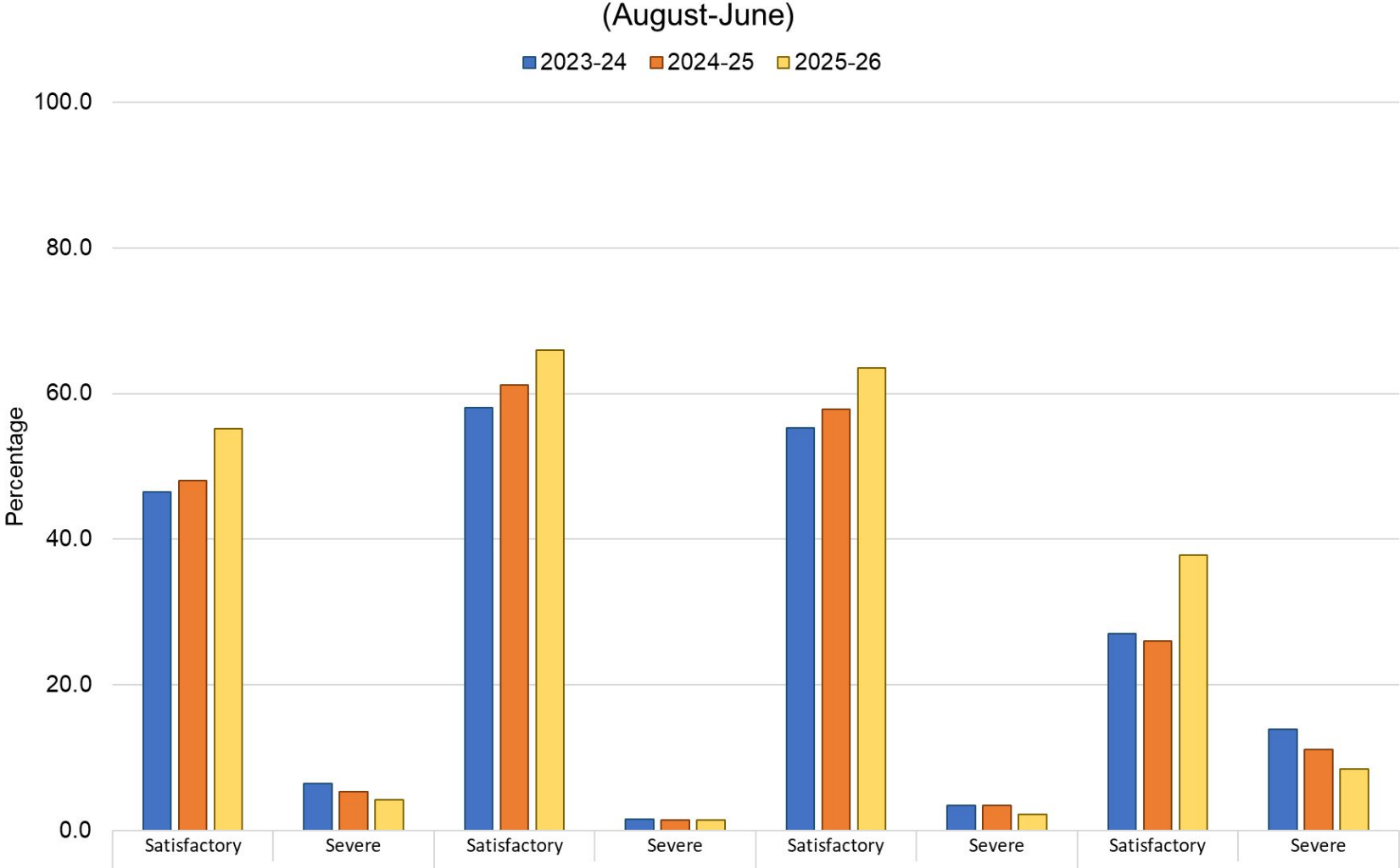
School Climate 42% Favorable
(up 6 percentage points from last Spring)

Attendance Overview

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Elementary (ES) and middle schools (MS) both had increases in Satisfactory Attendance for the past two years, ES up 7.9 percentage points to 66.0%, and MS up 8.2 percentage points to 63.5%. High school Satisfactory attendance increased by 11.8 percentage points during 2025-26.

The Severe Absences level dropped to 4.2% overall with ES down to 1.4%, MS down to 2.2%, and HS down to 8.5%.



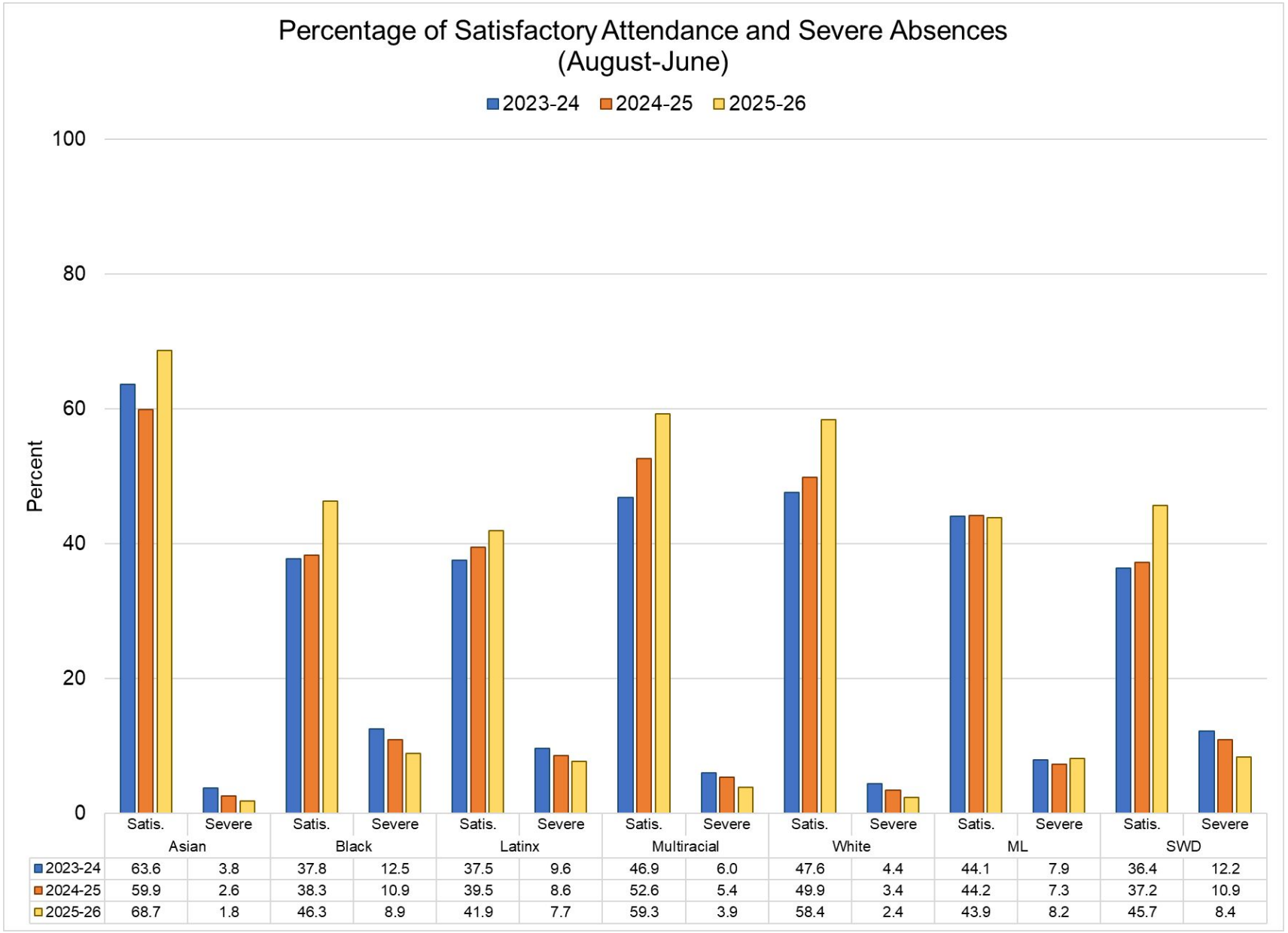
	All		Elementary		Middle		High	
	Satisfactory	Severe	Satisfactory	Severe	Satisfactory	Severe	Satisfactory	Severe
2023-24	46.5	6.4	58.1	1.6	55.3	3.5	27.0	13.9
2024-25	48.1	5.3	61.2	1.5	57.8	3.5	26.0	11.1
2025-26	55.2	4.2	66.0	1.4	63.5	2.2	37.8	8.5

Asian students had the highest proportion of Satisfactory attendance last year at 68.7 percent. The other groups were at:

- Multiracial 59.3
- White 58.4
- Black 46.3
- SWD 45.7
- ML 43.9
- Latinx 41.9

Severe:

- Asian 1.8
- White 2.4
- Multiracial 3.9
- Latinx 7.7
- ML 8.2
- SWD 8.4
- Black 8.9



	Asian		Black		Latinx		Multiracial		White		ML		SWD	
	Satis.	Severe	Satis.	Severe	Satis.	Severe	Satis.	Severe	Satis.	Severe	Satis.	Severe	Satis.	Severe
2023-24	63.6	3.8	37.8	12.5	37.5	9.6	46.9	6.0	47.6	4.4	44.1	7.9	36.4	12.2
2024-25	59.9	2.6	38.3	10.9	39.5	8.6	52.6	5.4	49.9	3.4	44.2	7.3	37.2	10.9
2025-26	68.7	1.8	46.3	8.9	41.9	7.7	59.3	3.9	58.4	2.4	43.9	8.2	45.7	8.4

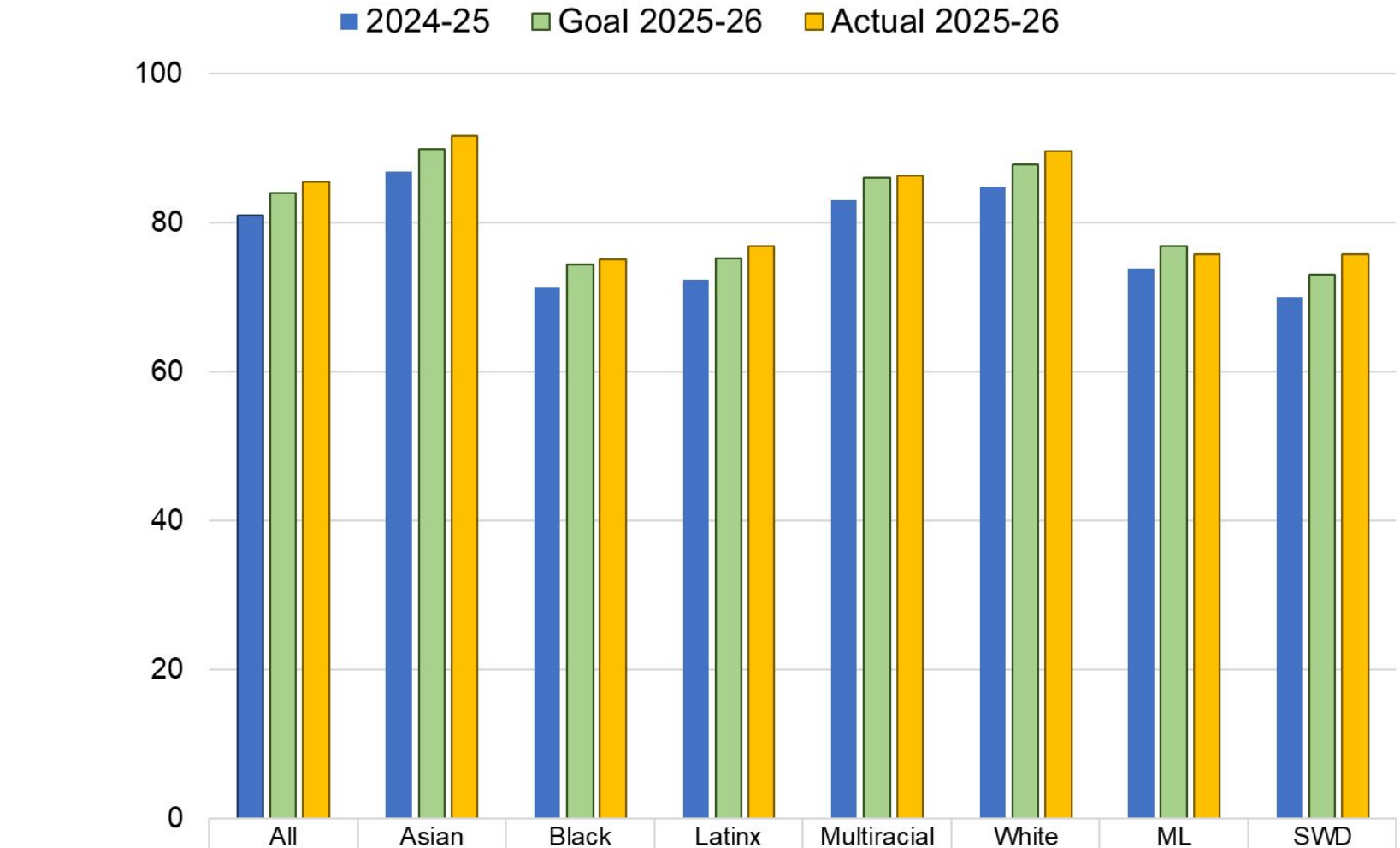
2025-26 Strategic Plan Attendance

- Goals were set at 3 percentage points above the prior year's EOY value for percentage of Satisfactory + Mild attendance (at least 90% attendance)

- The District met this goal for all student combined, all racial groups, and SWD, but missed the mark for ML (Goal = 76.9, Actual = 75.8)

For 2025-26, the District chose an attendance goal of improving the proportion of students with a Satisfactory and Mild Attendance Rate (90%+ attendance) by three or more percentage points over the prior year.

Overall, CHCCS exceeded the goal by 1.5 percentage points up to 85.5 percentage points. All groups met or exceeded the goal, except ML who exceeded their 2024-25 rate by 1.9 points.



	All	Asian	Black	Latinx	Multiracial	White	ML	SWD
2024-25	81.0	86.9	71.4	72.3	83.1	84.9	73.9	70.1
Goal 2025-26	84.0	89.9	74.4	75.3	86.1	87.9	76.9	73.1
Actual 2025-26	85.5	91.7	75.1	76.9	86.4	89.7	75.8	75.8

Attendance Recovery & Support

- 2025 Attendance Campaign “Your Presence Matters”
    - BOY Messaging For Families
- Reviewing the parent notification system process
- Attendance team: Through Student Services PLC
    - School’s chronic absenteeism
    - Students on the bubble
    - Case management assignments
    - Attendance support plans
    - Attendance letters to families

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Quick Lookback

Pre-Covid vs Now

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STRATEGIC PLAN
2022-2027

Are we back to pre-Covid levels?

- A couple of things to consider
  - New ELA and Science EOG tests since 2020
  - Different Cohorts
  - For reference a student in Kindergarten in 19-20 is currently in 7th grade

- 8 schools higher than 2019, 3 within 1 point of 2019
- Elementary average is back to 2019 (up 1 point if take out outlier school), while secondary is 3 points behind 2019 levels.

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Areas of Focus for 2026-27

Multilingual Learners & Students with Disabilities

CHAPEL HILL-CARRBORO CITY SCHOOLS
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STRATEGIC PLAN
2022-2027

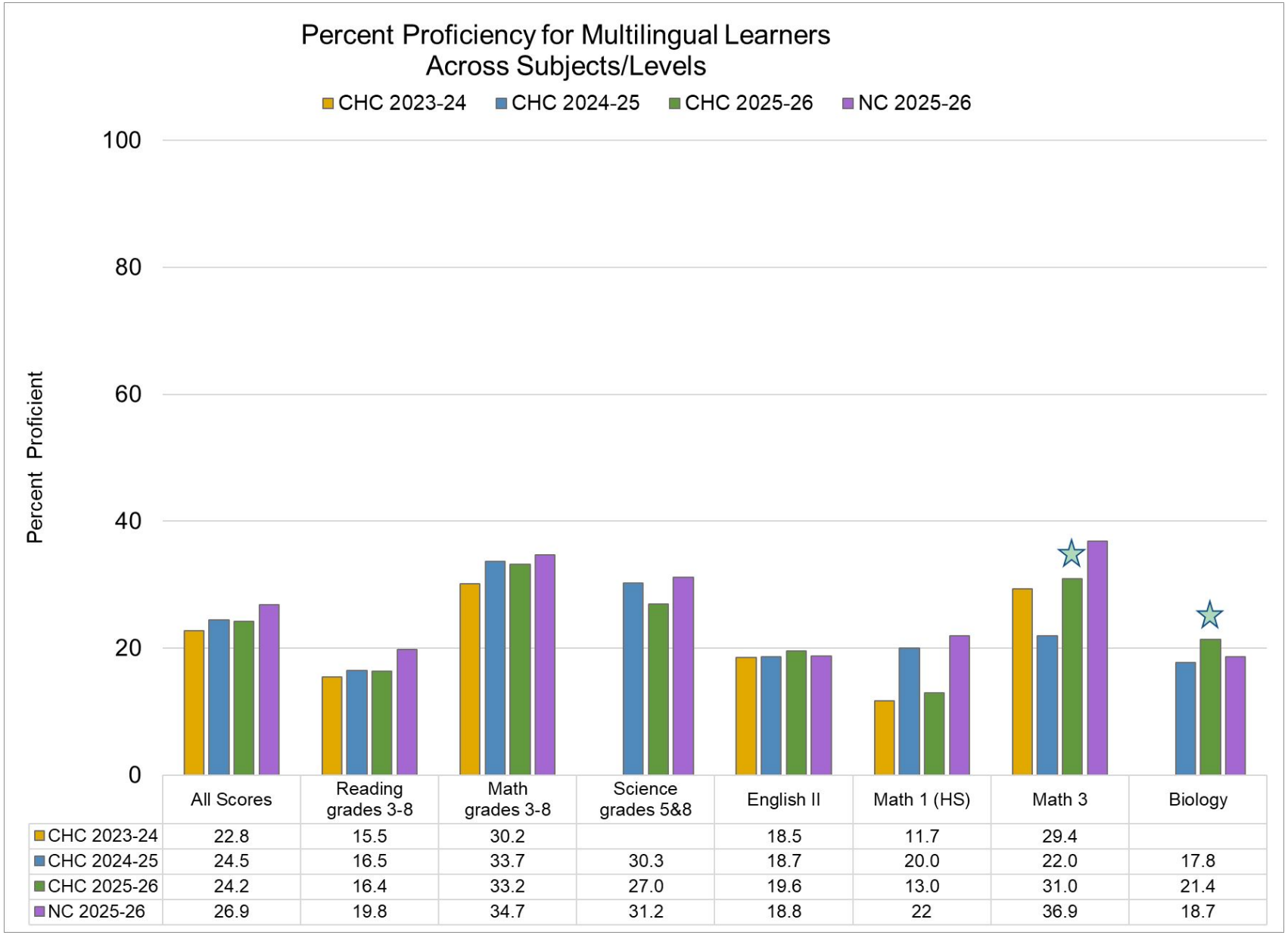
Focus on Instruction for Multilingual Learners and Students with Disabilities

Seven of our eighteen traditional schools have been identified as either TSI-CU or ATSI for Students with Disabilities and three schools were so identified for Multilingual Learners

	Enrolled (2025-26)	ML or SWD	Pct ML or SWD
All	11,009	2,525	22.9
Asian	1,507	396	26.3
Black	1,297	380	29.3
Latinx	2,157	1,047	48.5
Multiracial	858	112	13.1
White	5,175	585	11.3

This chart shows percent proficient among Multilingual Learners for each State Assessment over time compared to the 2025-26 NC Average for ML.

Proficiency rose by 3 or more percentage points on the Math 3 and Biology EOCs. Math 1 and Science 5th & 8th grade proficiency dropped, while All scores, Reading and Math EOG and English II stayed about the same.

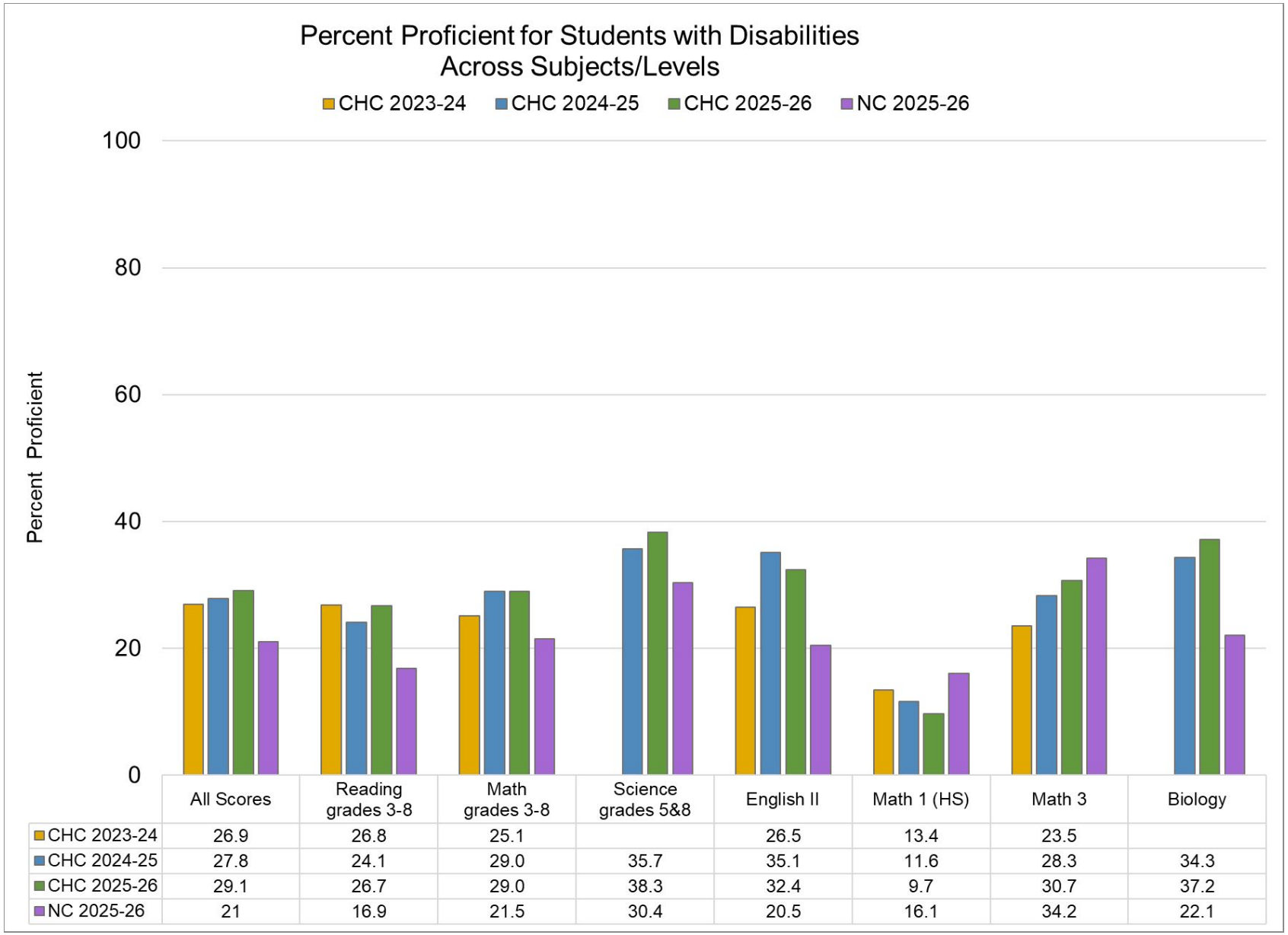


	All Scores	Reading grades 3-8	Math grades 3-8	Science grades 5&8	English II	Math 1 (HS)	Math 3	Biology
CHC 2023-24	22.8	15.5	30.2		18.5	11.7	29.4	
CHC 2024-25	24.5	16.5	33.7	30.3	18.7	20.0	22.0	17.8
CHC 2025-26	24.2	16.4	33.2	27.0	19.6	13.0	31.0	21.4
NC 2025-26	26.9	19.8	34.7	31.2	18.8	22	36.9	18.7

This chart shows percent proficient among Students with Disabilities for each State Assessment over time as compared to the 2025-26 NC average for SWD.

Overall, since 2023-24, SWD proficient rose by 2.2 percentage points.

Proficiency in Math 1 has decreased over the past two years, while proficiency for Math 3 had increased by 7.2 percentage points.



	All Scores	Reading grades 3-8	Math grades 3-8	Science grades 5&8	English II	Math 1 (HS)	Math 3	Biology
CHC 2023-24	26.9	26.8	25.1		26.5	13.4	23.5	
CHC 2024-25	27.8	24.1	29.0	35.7	35.1	11.6	28.3	34.3
CHC 2025-26	29.1	26.7	29.0	38.3	32.4	9.7	30.7	37.2
NC 2025-26	21	16.9	21.5	30.4	20.5	16.1	34.2	22.1

Secondary TSI/ATSI Schools Follow-up (Year 1)

	Multilingual Learners		Students with Disabilities	
	2024-25	2025-26	2024-25	2025-26
Culbreth MS	**F (36)** Ach - 25.1, Gr - 81.9 Met	**D (43)** Ach - 30.5, Gr - 93.2 Exc	**F (34)** Ach - 24.4, Gr - 73.7 Met	**F (31)** Ach - 18.1, Gr - 83.2 Met
McDougle MS	**F (32)** Ach - 21.4, Gr - 72.8 Met	**F (32)** Ach - 23.5, Gr - 68.0 Not Met	**F (32)** Ach - 23.2, Gr - 67.6 Not Met	**F (33)** Ach - 24.3, Gr - 70.2 Met
Phillips MS	**D (51)** Ach - 45.6, Gr - 70.8 Met	**D (48)** Ach - 40.0, Gr - 78.9 Met	**F (30)** Ach - 22.2, Gr - 62.1 Not Met	**F (29)** Ach - 19.0, Gr - 68.2 Not Met
Smith MS	**D (44)** Ach - 37.6, Gr - 68.3 Not Met	**D (51)** Ach - 43.5, Gr - 80.4 Met	**F (33)** Ach - 23.9, Gr - 69.1 Not Met	**F (38)** Ach - 30.5, G-67.7 Not Met
Carrboro HS	**F (32)** Ach - 19.7, Gr - 80.7 Met	**F (38)** Ach - 28.9, Gr - 76.4 Met	**F (39)** Ach - 27.9, Gr - 84.3 Met	**F (38)** Ach - 29.9, Gr - 69.9 Not Met

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Piloting AVID Excel and Emerge

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2022-2027

TWO-YEAR AVID EXCEL

GROWTH SNAPSHOT

2024–25 and 2025–26 annual AVID records (n=73)

91.8%

IMPROVED IN AT LEAST ONE LANGUAGE DOMAIN

76.7%

IMPROVED IN AT LEAST TWO LANGUAGE DOMAINS

72.6%

IMPROVED OVERALL/CPL

39.7%

GAINED AT LEAST 0.5 IN OVERALL/CPL

31.5%

GAINED AT LEAST 0.6 IN OVERALL/CPL

13.7%

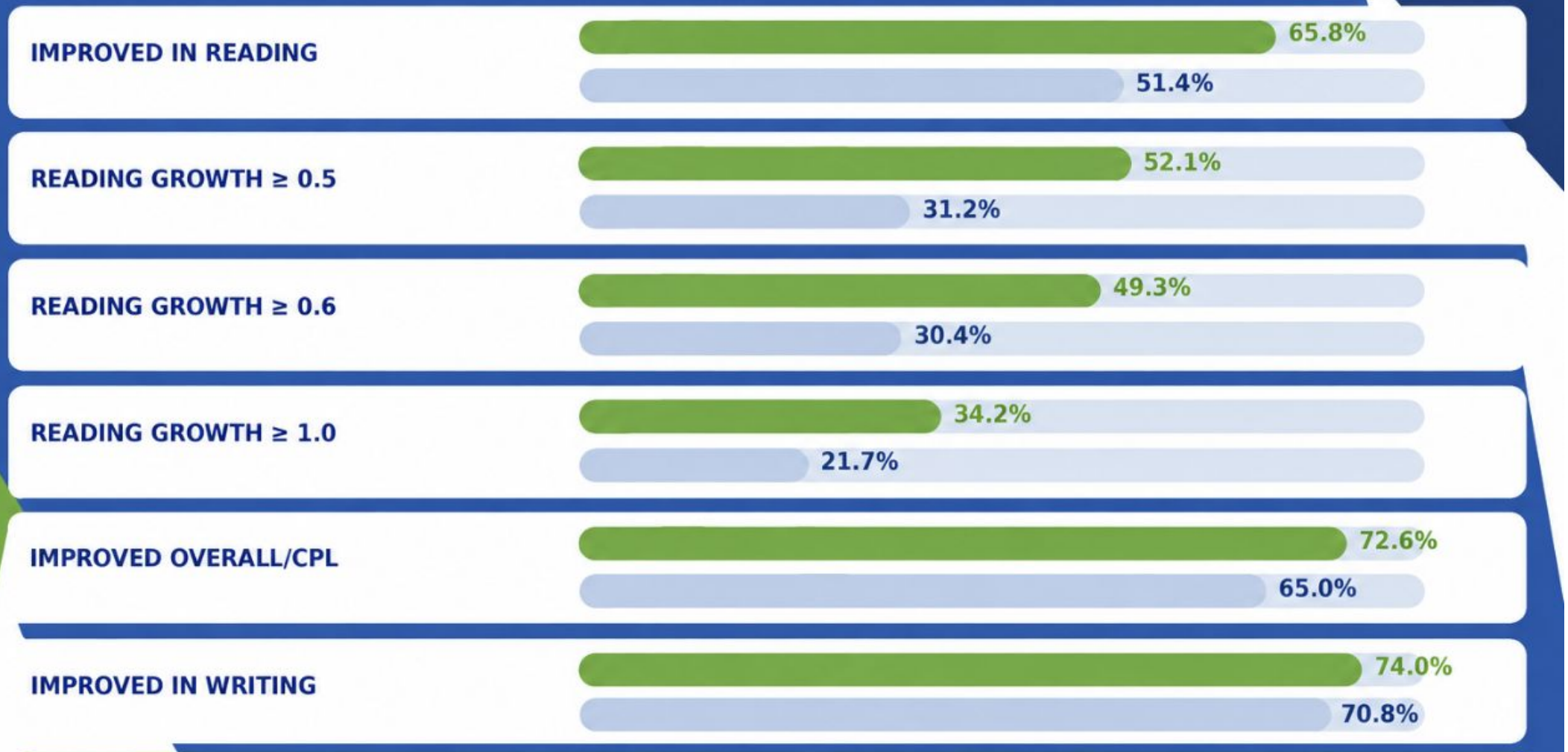
GAINED A FULL OVERALL PROFICIENCY POINT OR MORE

Annual records may include the same student in both program years.

TWO-YEAR GROWTH

AVID EXCEL VS. NON-AVID EXCEL

Percentage of annual student records meeting each growth measure



AVID EXCEL STUDENTS EXCEEDED NON-AVID EXCEL STUDENTS ON EVERY HIGHLIGHTED MEASURE

Focus on AVID Districtwide

Continuing the work with PLCs and MTSS

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AVID: Strengthening Tier 1 Instruction

- AVID provides a consistent instructional framework focused on writing, inquiry, collaboration, organization, and reading.
- These practices make rigorous learning more accessible by pairing high expectations with intentional scaffolds and clear learning routines.
- Academic discussion, structured collaboration, and multiple ways to engage with content are especially important for multilingual learners and students with disabilities.
- AVID creates a common language for strong instruction across classrooms, reducing variability in what students experience.
- Our goal is not simply to expose ML and SWD students to grade-level work, but to provide the instructional conditions that help them successfully engage with and master it.

MTSS: Providing the Right Support at the Right Time

- Strong Tier 1 instruction is the foundation, but some students will need targeted or intensive support beyond the core.
- MTSS provides a consistent process for identifying needs, selecting interventions, monitoring progress, and adjusting support.
- Looking specifically at ML and SWD outcomes helps us determine whether a student needs an intervention, an instructional adjustment, language support, an accessibility support, or some combination.
- Progress monitoring helps ensure that support is producing results rather than allowing students to remain in interventions without sufficient improvement.
- MTSS moves us from reacting after students fall behind to responding early, intentionally, and based on evidence.

PLCs: Turning Student Group Data into Collective Action

- PLCs provide the weekly structure for teachers to examine student work, common assessment results, and other evidence of learning.
- Data must be intentionally disaggregated for ML and SWD students so overall averages do not mask differences in access, experience, or outcomes.
- Teams should ask what students were expected to learn, who learned it, who did not, and which instructional response is needed next.
- PLCs allow teachers, instructional coaches, EC staff, and ML specialists to combine their expertise and share responsibility for student growth.
- Effective PLCs identify practices that are working for ML and SWD students, replicate those practices, and monitor whether adjustments are improving outcomes.

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Strategic Plan Update

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2022-2027

Strategic Plan - Key Strategic Actions

- Strategic Plan 2027:
  - Key Strategic Actions Progress Display
    - 68% of KSAs were On Target
    - 13% were Progressing
    - 8% Off Target
    - 11% each Paused, or Strategically Abandoned
  - Goals Met - 44%

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STRATEGIC PLAN 2022-2027



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Instructional Areas of Strength

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1. Elementary Schools improved proficiency in six of seven subjects by three or more percentage points
2. Three elementary schools exited TSI status
3. Science continues to shine

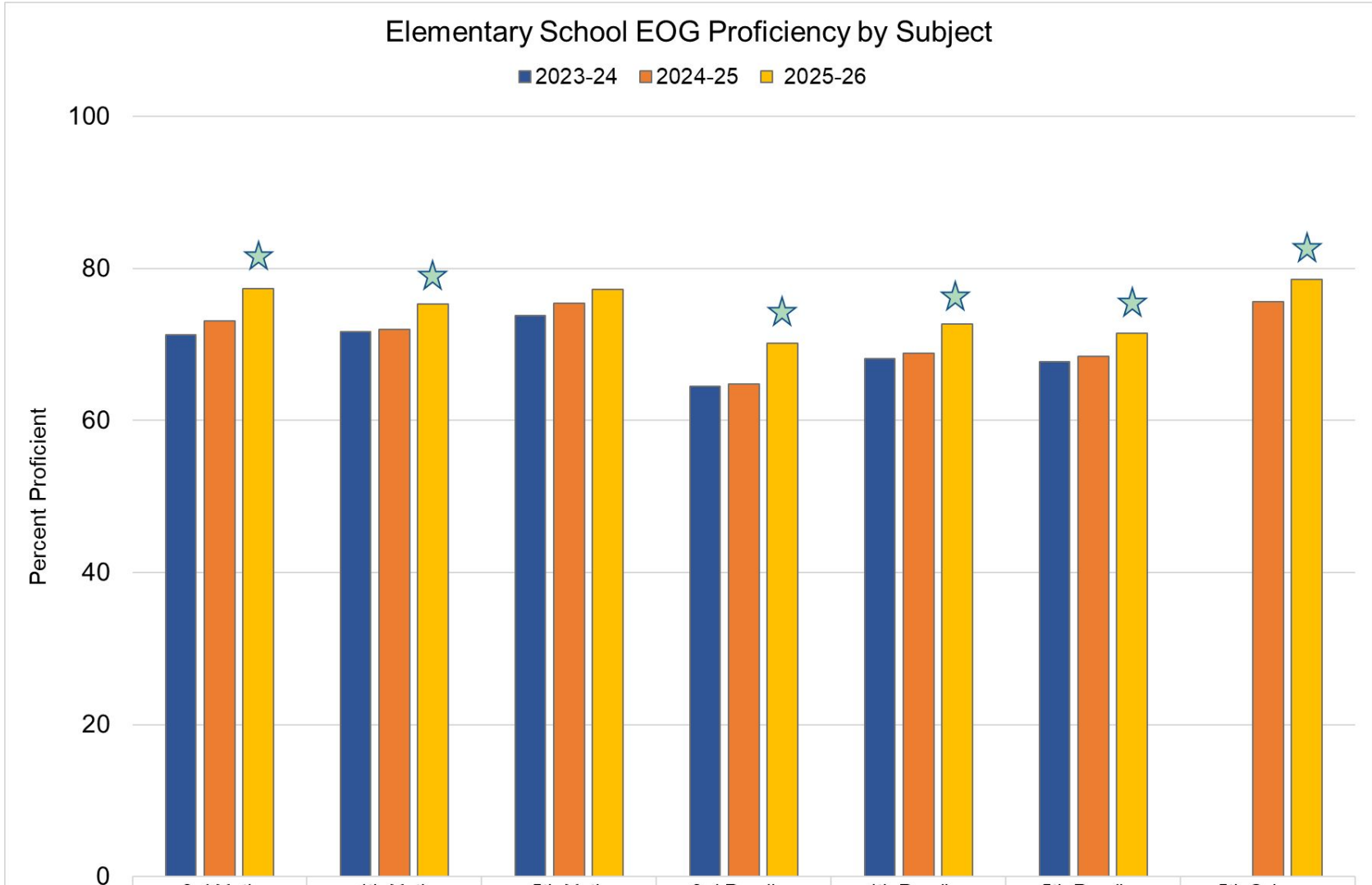
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The District set a goal to increase proficiency by at least 3 percentage points.

Among elementary schools, scores rose by 3 or more percentage points for six of the seven assessments, only 5th grade math rose less at 1.8 percentage points. Stars show where the goals were met.

Note - Science was a new metric in 2024-25, so 2023-24 is not comparable.



	3rd Math	4th Math	5th Math	3rd Reading	4th Reading	5th Reading	5th Science
2023-24	71.3	71.7	73.8	64.5	68.1	67.7	
2024-25	73.1	72.0	75.4	64.8	68.8	68.4	75.6
2025-26	77.3	75.3	77.2	70.2	72.7	71.5	78.6

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TSI Updates 26-27

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2022-2027

Targeted Support and Improvement

- School Performance grades are calculated: 80% proficiency and 20% growth for each group with sufficient data.
- **TSI - Targeted Support and Improvement**
  - **Additional Targeted Support (ATSI or TSI-AT)**
    - Identified only once every three years - can exit only once every three years, including 2024-25.
    - Identified if school was TSI-CU the prior year, and the F grade for the group is below a certain value (37 this year); grades are on a 15 point scale with a D defined as 40 or higher.
  - **Consistently Underperforming (TSI-CU)**
    - Identified annually when a school has an F school performance grade for the same group for three consecutive years
    - Can exit by having a D or better for two consecutive years.

Exiting TSI Statuses in 2025-26

- Three TSI schools earned a D or better grade for their TSI groups last year for the first of two required D or better grades to exit.
- They also earned D or better again for the same group this year, and therefore will be exited from TSI
  - Carrboro Elementary for Multilingual Learners
  - FP Graham Bilingue' for Economically Disadvantaged Students and Multilingual Learners
  - Northside Elementary for Black Students and Economically Disadvantaged Students

New TSI Statuses in 2026-27

Four school were on the watchlist for TSI-CU for SWD by earning an F grade for SWD for two consecutive years

- Carrboro ES 35.3
- **Rashkis ES 16.7**
- **Scroggs ES 19.1**
- Carrboro HS 29.9

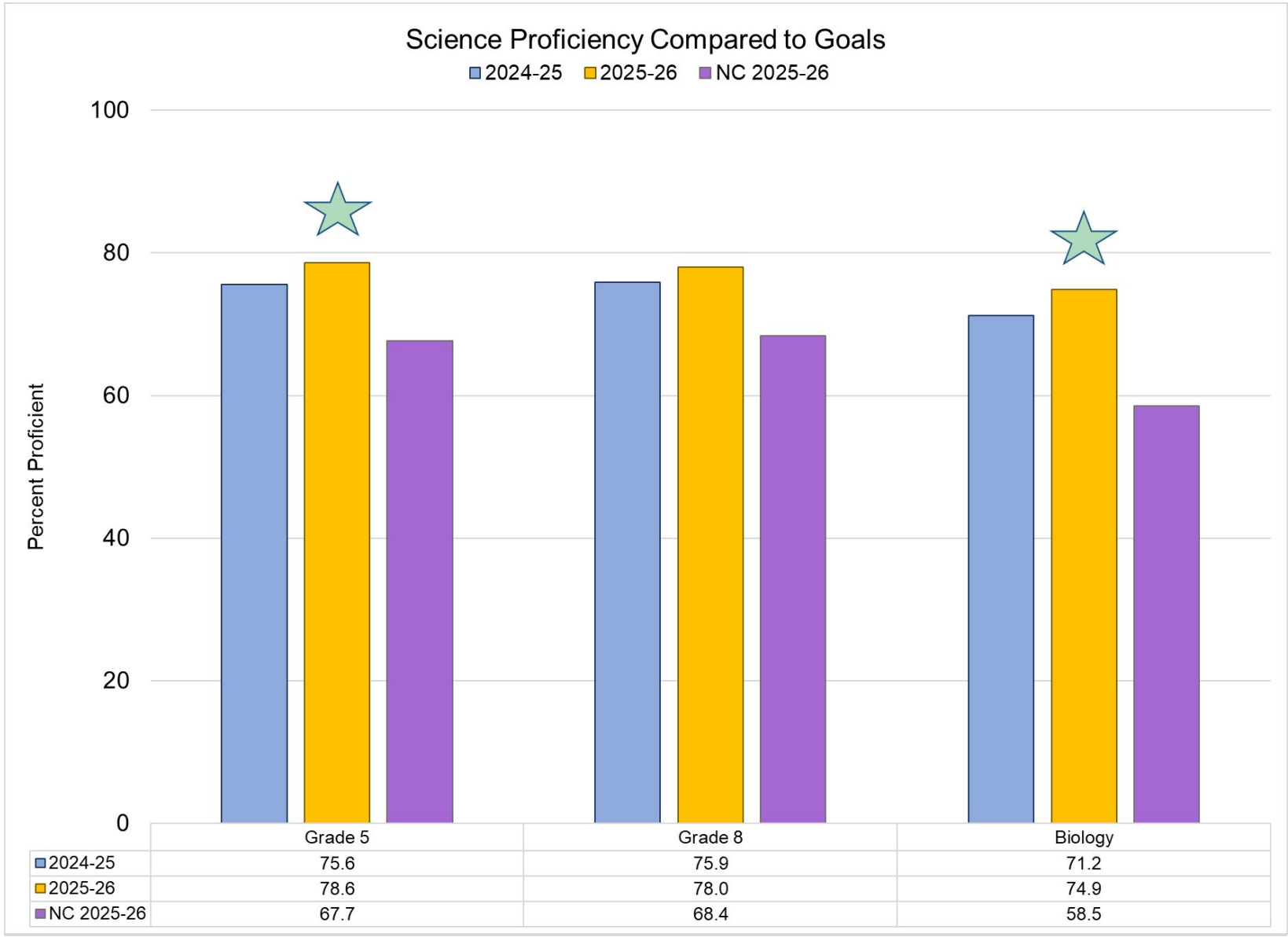
Rashkis and Scroggs Elementary Schools earned an F grade for the third consecutive year for SWD, and were identified as TSI-CU.

The two Carrboro schools earned a D for this group in 2025-26 and therefore were not identified as TSI-CU for SWD.

In 2024-25, there was a new NC science curriculum and State assessment (EOG Grades 5 & 8, EOC Biology).

Teachers participated in ongoing professional learning focused on the pedagogical shift toward using Science and Engineering Practices to drive inquiry-based instruction. This intentional focus supported strong instructional alignment, resulting in high proficiency rates and each student group meeting or exceeding growth.

in 2025-26, Grade 5 and Biology proficiency met or exceeded the 3 percentage point goal, while Grade 8 science improved by 2.1 percentage points.



	Grade 5	Grade 8	Biology
2024-25	75.6	75.9	71.2
2025-26	78.6	78.0	74.9
NC 2025-26	67.7	68.4	58.5

MS & HS TSI - Multilingual Learners

Advocacy:

Path to graduation

- Meeting with school counselors
- Block scheduling
- Hand scheduling

Support for students and families through the International Welcome Center

- Orientation process for families
- Screening and placement
- Interpretation/Translation
- Community partnerships

CCP(College and Career Promise)-Durham Tech partnerships

MS & HS TSI - Multilingual Learners

Purposeful Distribution of Resources:

- Weighted allocation
- Lead Teacher/Coach
- MLL Student Success Advocate
- Parent Liaison
- Test facilitators
- Lead Teacher/Coach

MS & HS TSI - Multilingual Learners

Building Capacity:

- English Language Development (ELD)
    - Standards training and planning
- SIOP training
- ML best practice training
- Language Objectives
- AVID Excel /AVID Emerge
- Coaching /Professional Learning

Leveraging Data to Inform the Multi-tiered System of Support (MTSS) Process:

- Goal setting
- Kid talks
- Newcomer placement
- Exploring Progress Monitoring tools specific to language acquisition

Secondary Schools - ATSI Multilingual Learners & Students with Disabilities

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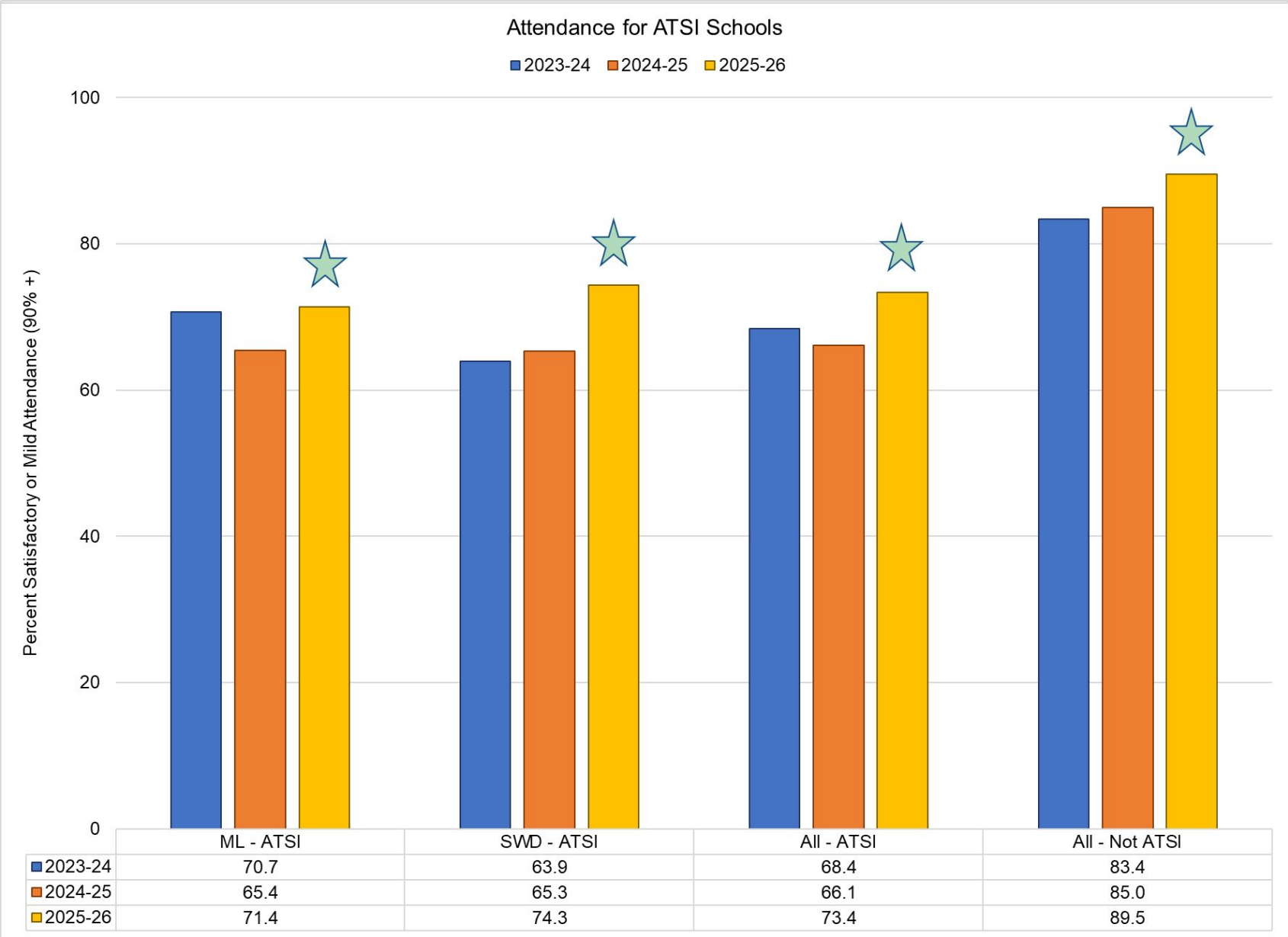
2025-26 Strategic Plan Attendance

- ATSI* = middle school and CHS students who were identified as ML or SWD had a separate goal to improve attendance. ATSI ML attendance improved by 6 percentage points up to 71.4, and ATSI SWD rose by 9 percentage points up to 74.3.

Last year, all 4 middle schools and Carrboro High were identified as TSI or ATSI for ML or SWD, or both. The District set a goal to improve attendance for ML and SWD for these five schools.

The chart shows attendance for ML and SWD at the ATSI schools, and for all ATSI - compared to All Not ATSI students.

ML attendance improved by 6 percentage points up to 71.4, and SWD by 9 percentage points up to 74.3, while the All Not ATSI group improved by 4.5 percentage points.



	ML - ATSI	SWD - ATSI	All - ATSI	All - Not ATSI
2023-24	70.7	63.9	68.4	83.4
2024-25	65.4	65.3	66.1	85.0
2025-26	71.4	74.3	73.4	89.5

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Next Steps - ATSI Schools (ML & SWD)

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2022-2027

MS & HS TSI - SWD

Middle Schools:

- Provided teachers training and evidence-based programs for reading: Wilson, S.P.I.R.E.
- Focus Schools: Trained teachers in evidence-based programs for SEL
- Using assessments to identify student needs
- Writing high quality present level statements using assessment data
- Writing high-quality IEP goals and transition goals using Present Levels Academic Achievement & Functional Performance (PLAAFP)
- Trained teachers in transition activity planning and implementation
- Monitoring student progress toward goals

Elementary, Middle and High TSI SWD

Watch List Schools:

- Provided teachers training and materials evidence-based programs (EBP) for reading, including Spanish program: Wilson, S.P.I.R.E., Esperanza
- Provided training and materials for specialized programs (B.E.S.T./S.A.I.L.)
- EC Instructional Specialists provide coaching and support

Secondary School Proficiency Lags

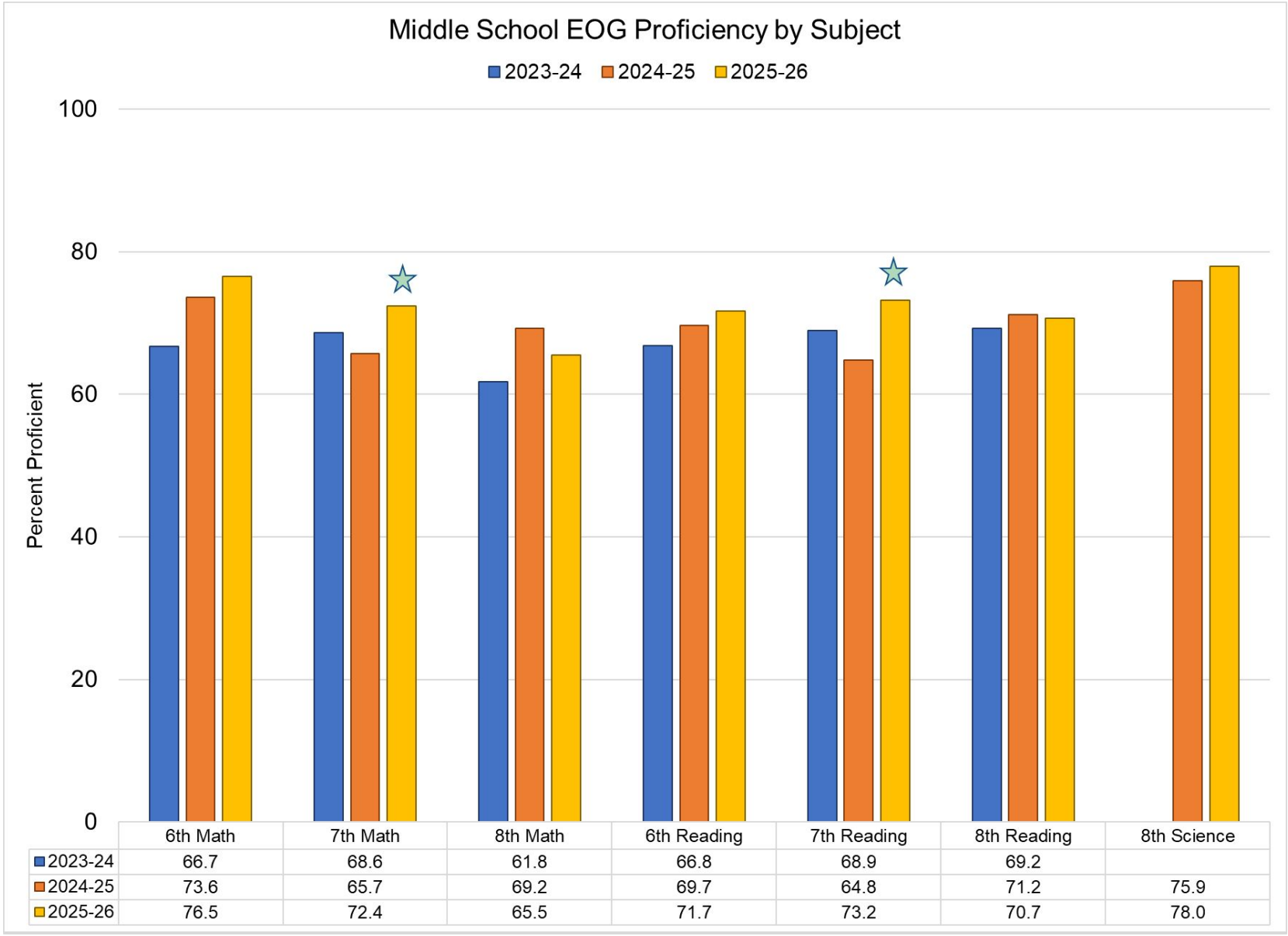
THINK (AND ACT) DIFFERENTLY

The District set a goal to increase proficiency by at least 3 percentage points.

Among middle schools, scores rose by 3 or more percentage points for two of the seven assessments with 7th graders showing improved proficiency in both Math and Reading.

6th grade math	+2.9
8th grade science	+2.1
6th grade reading	+2.0
8th grade reading	-0.5
8th grade math	-3.7

(Note: The Science assessment was new in 2024-25, so the 2023-24 data isn't comparable.)

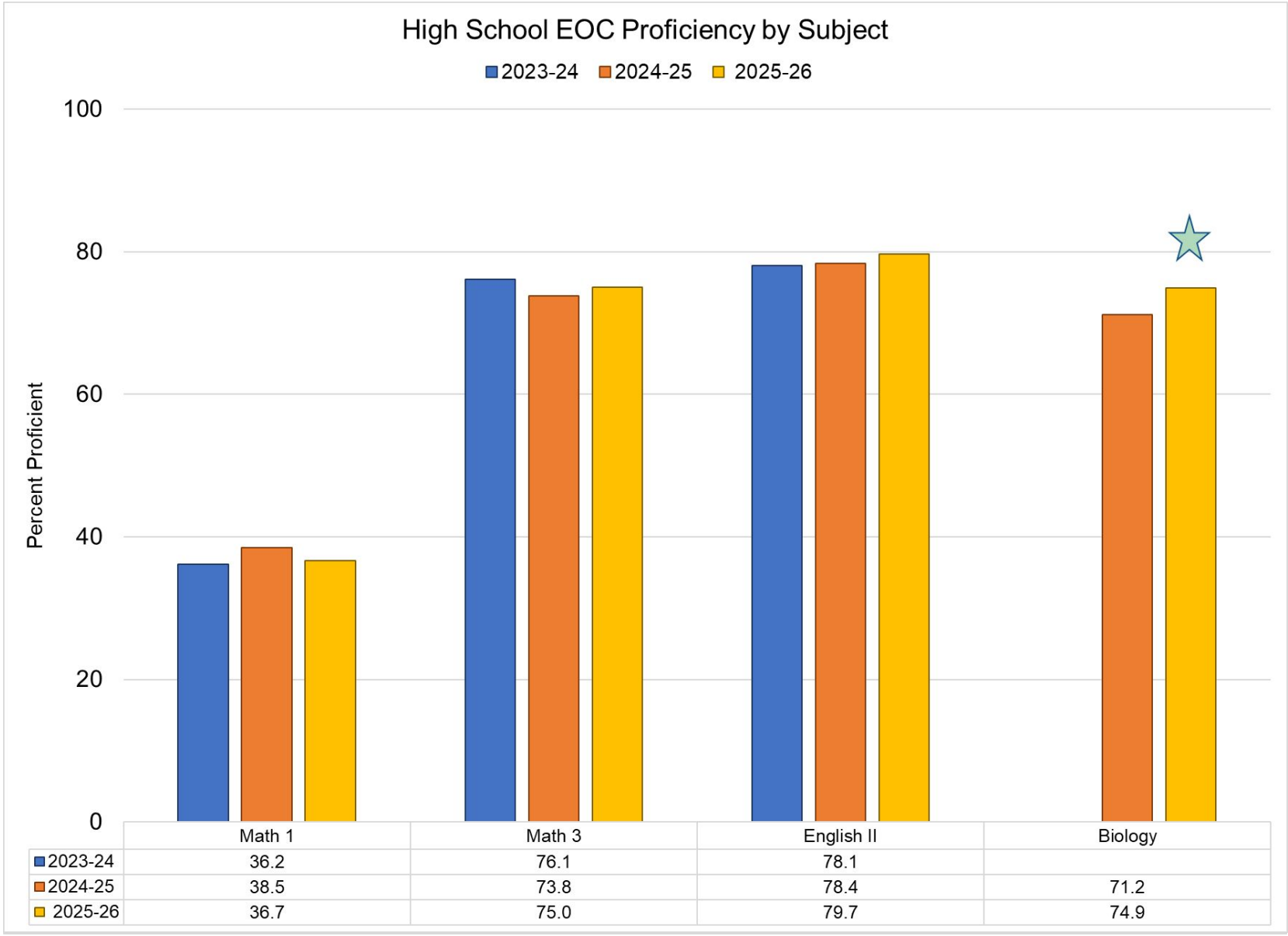


	6th Math	7th Math	8th Math	6th Reading	7th Reading	8th Reading	8th Science
2023-24	66.7	68.6	61.8	66.8	68.9	69.2	
2024-25	73.6	65.7	69.2	69.7	64.8	71.2	75.9
2025-26	76.5	72.4	65.5	71.7	73.2	70.7	78.0

The District set a goal to increase proficiency by at least 3 percentage points - the star shows where the goal was met.

At the high school level, only Biology met or exceeded the goal, up 3.7 percentage points to 74.9 percent proficient.

Math 1 decreased by 1.8
Math 3 increased by 1.2
English II increased by 1.3

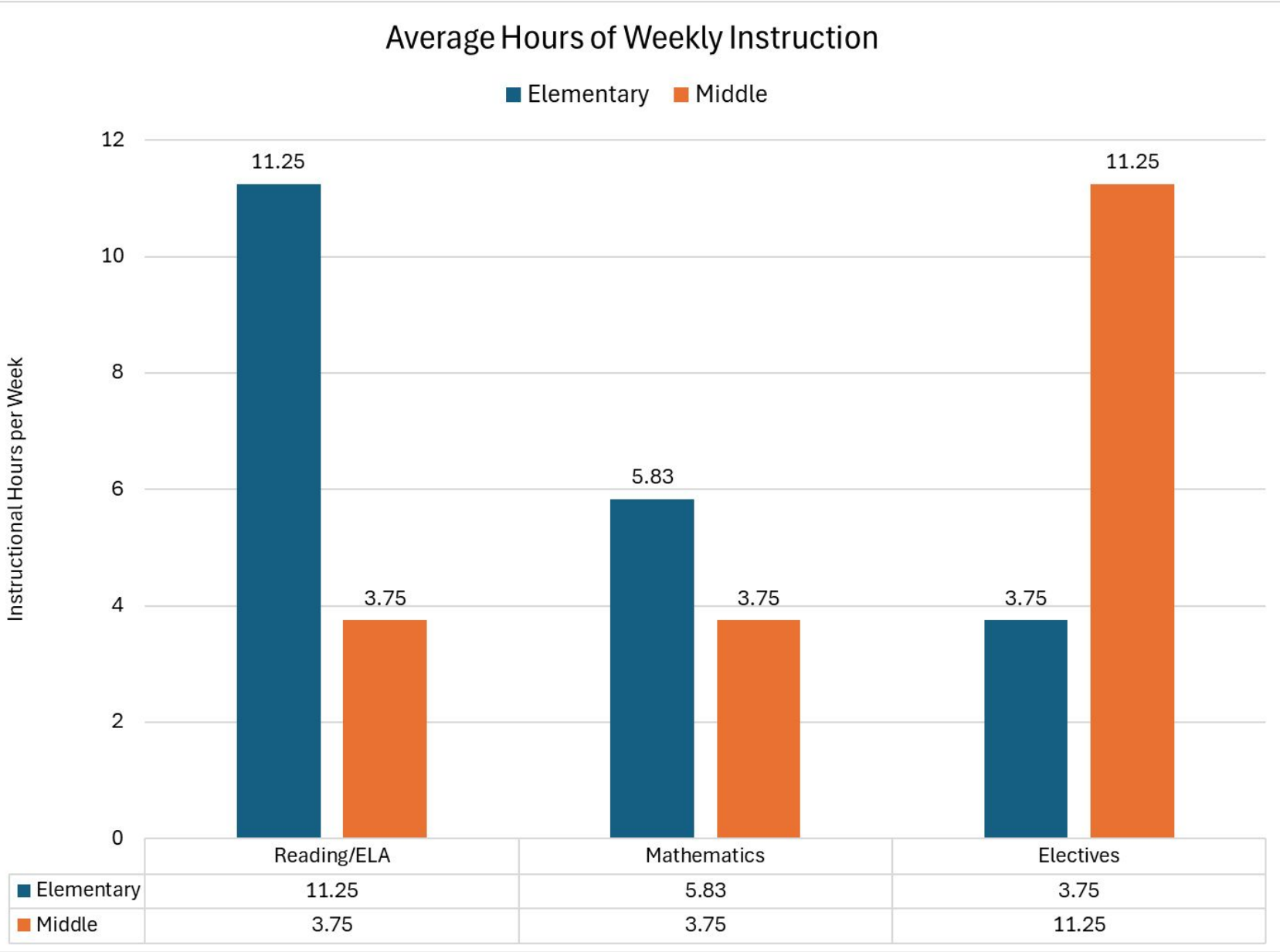


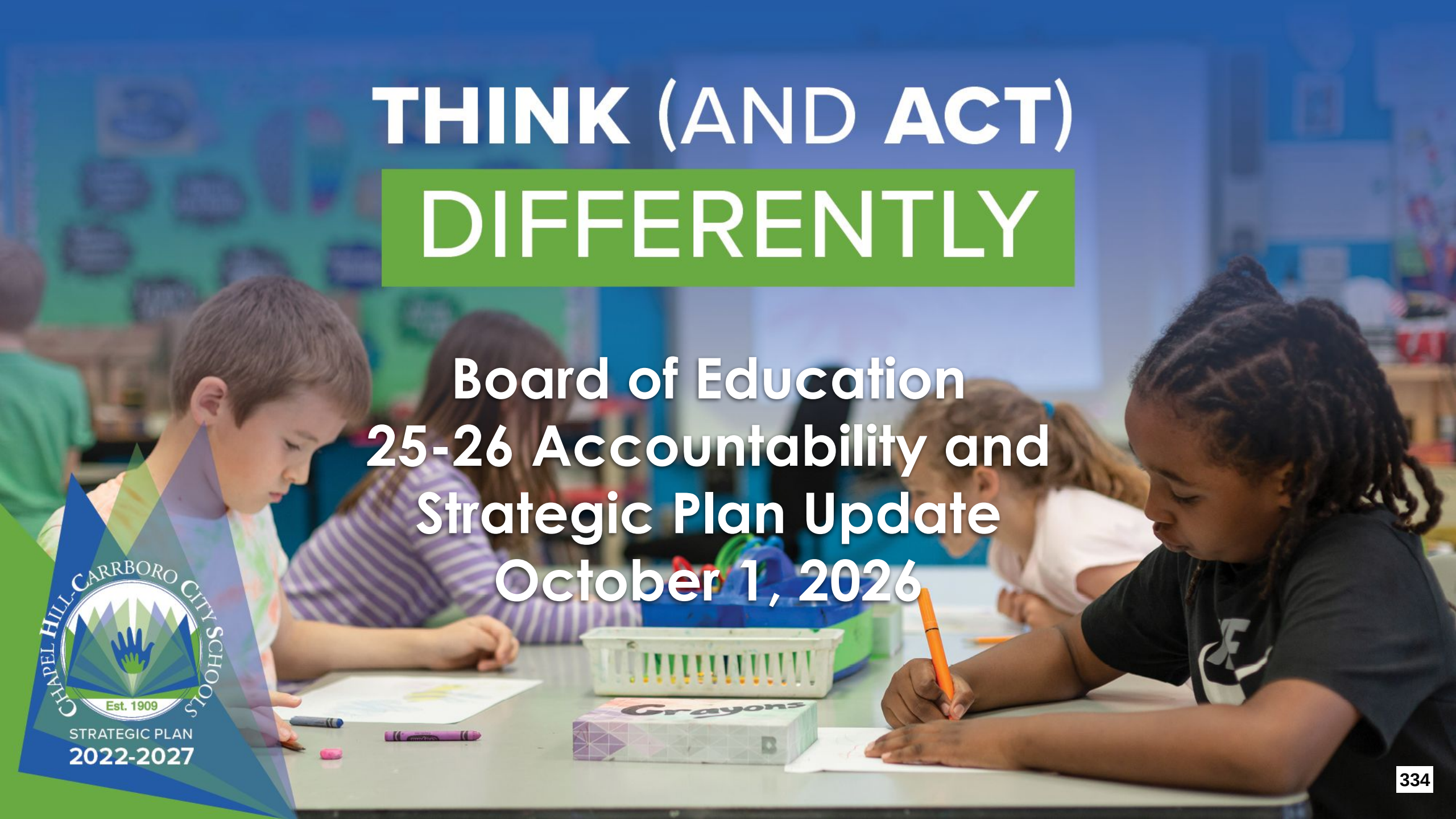
	Math 1	Math 3	English II	Biology
2023-24	36.2	76.1	78.1	
2024-25	38.5	73.8	78.4	71.2
2025-26	36.7	75.0	79.7	74.9

Upper elementary and middle school daily schedules differ.

This chart shows the average hours of instruction a week for each level. Science and social studies aren't shown as the time spent is about the same.

When 5th graders move up to 6th grade, they receive 7.5 hours less reading/English Language Arts instruction per week, about 2 hours less Mathematics instruction, and have three times as much time in elective classes.




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Board of Education
25-26 Accountability and
Strategic Plan Update
October 1, 2026
CHAPEL HILL-CARRBORO CITY SCHOOLS
Est. 1909
STRATEGIC PLAN
2022-2027
Crayons

Mission

CHCCS believes every individual's unique background and culture enhance our schools. By providing students with a safe and joyful learning environment, we collaborate with families to create a community where all students, families and staff members feel affirmed and respected to develop their fullest potential.

Our Vision

Equipping students to navigate the world and make a positive impact throughout their life's journey.

THINK (AND **ACT**)
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- Accountability Outcomes
  - End of Year Results - Academic
  - Discipline Overview
  - Attendance Overview
- Areas of Focus for 26-27
  - Why ML/SWD
- AVID Pilots
- 3 Big Rocks
- Strategic Plan Update

THINK (AND ACT) DIFFERENTLY

Accountability Overview - 10,000 Foot View

Strong School Performance

- **No schools were identified as low-performing.**
- **Every school earned an A, B, or C**, with **4 schools improving by a full letter grade.**
- The **number of schools exceeding expected growth increased** overall.
- Five schools were **within 35 proficient** ELA, math, or science scores of reaching an A school grade.

Academic Progress

- Districtwide EOG/EOC proficiency increased **2.8 percentage points.**
- **7 of 8 student groups improved overall proficiency** within each grade-level band.

Encouraging High School Results

- High school students demonstrated **positive academic gains during the first year of the new 4x4 schedule**.
- These early results provide an encouraging starting point as we continue monitoring the impact of the schedule on **achievement, growth, access, and student success**.

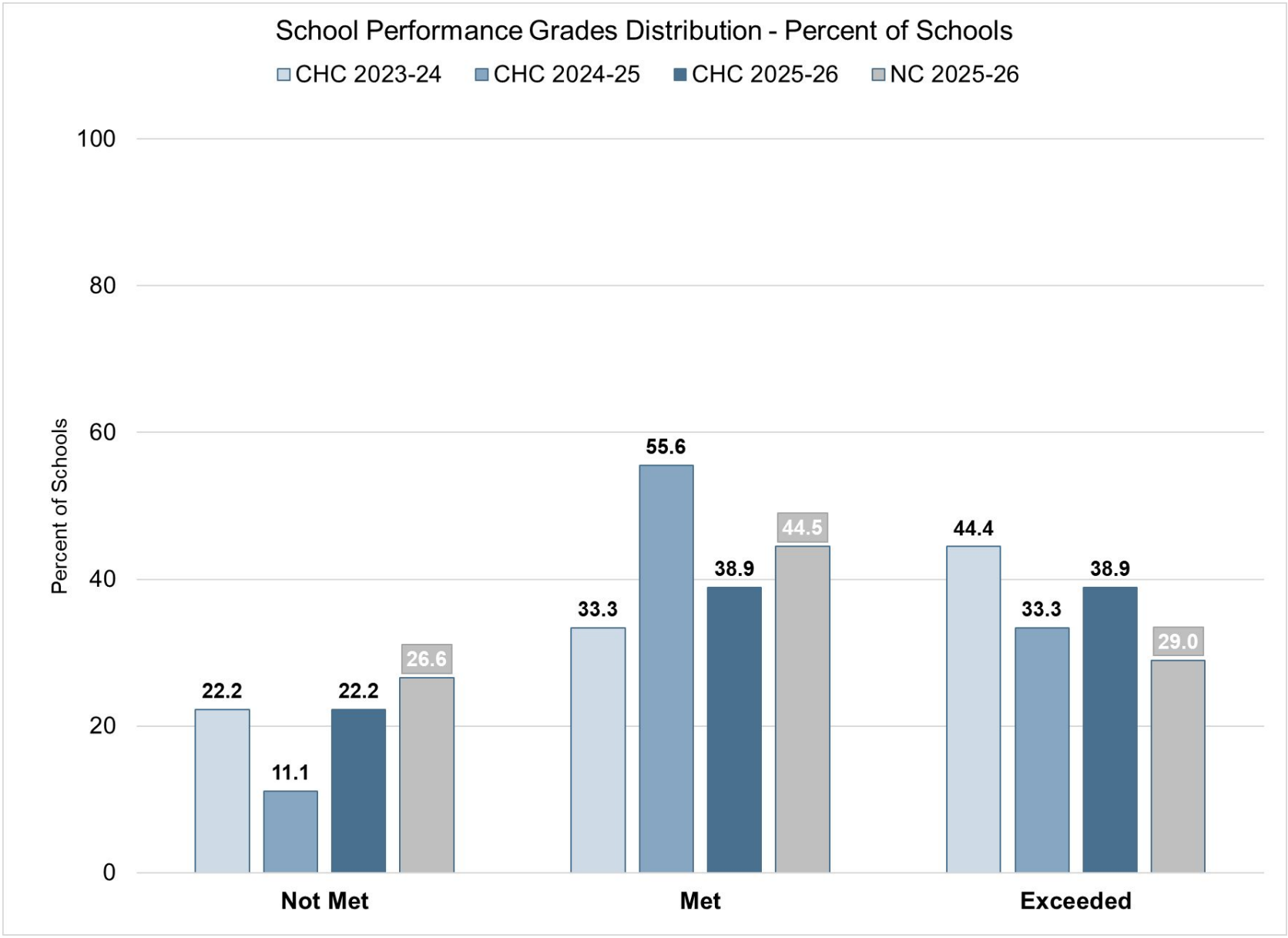
THINK (AND ACT)
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Accountability Overview

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STRATEGIC PLAN
2022-2027

Growth is one of the metrics used to calculate the School Performance Grades under the Every Student Succeeds Act (ESSA).

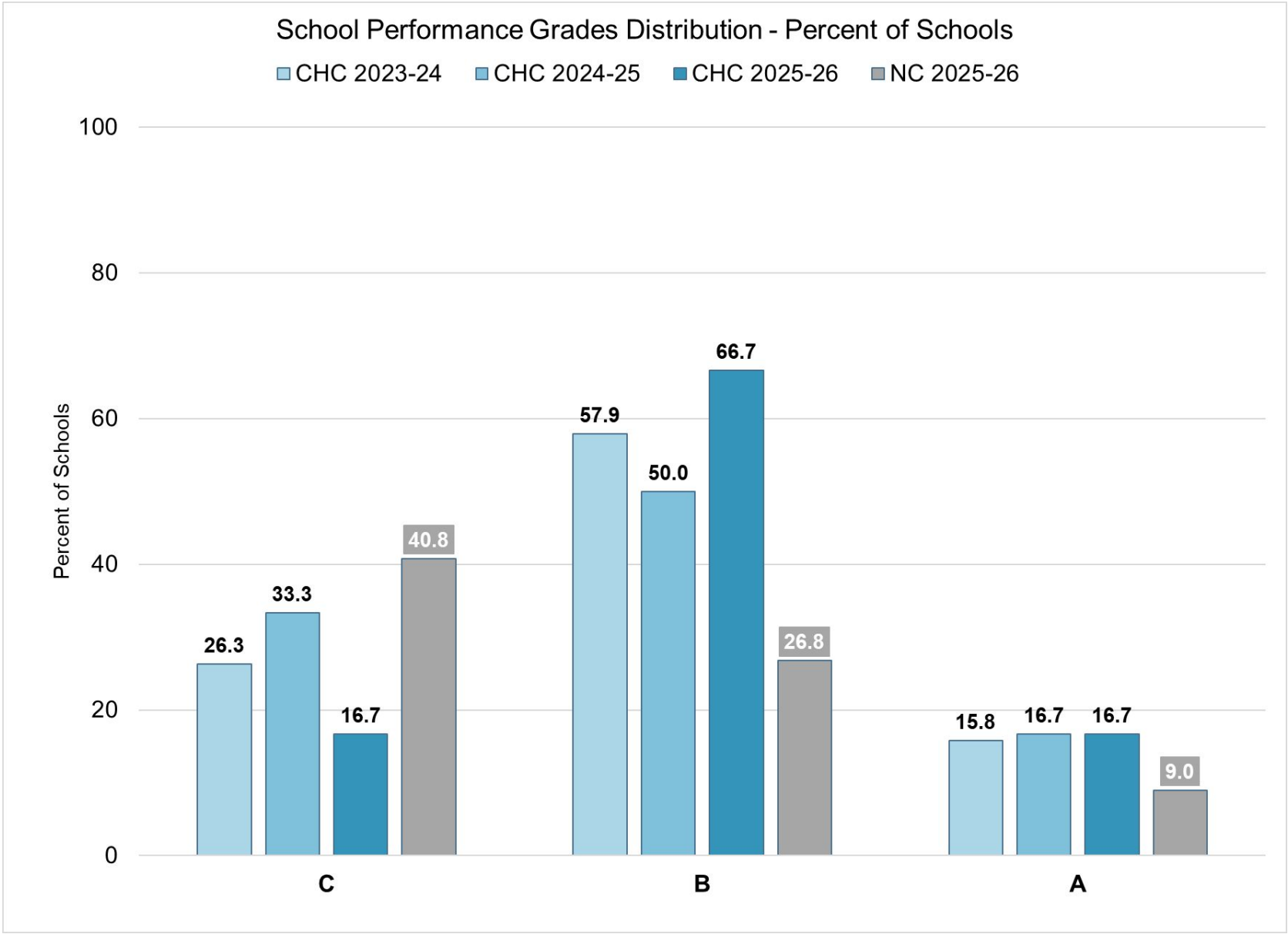
In 2025-26, 77.8% of CHCCS schools met or exceeded growth (NC 73.4%)



School Performance grades are calculated from 20% Growth and 80% Achievement. The outcome is based on a 15 point grading scale.

CHCCS had 83.4% of schools earn A or B grades.

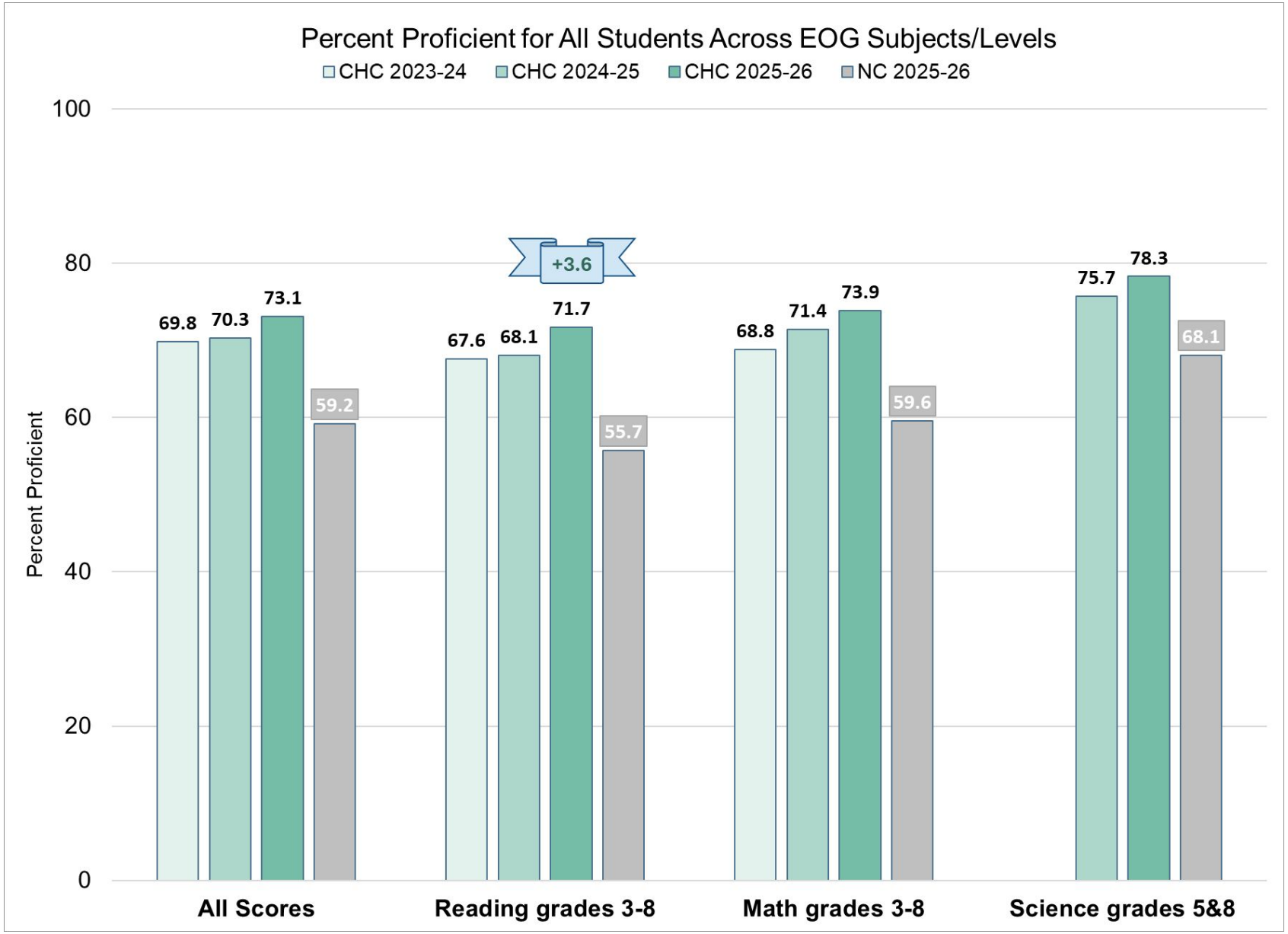
NC had 37.1% do the same; not shown, the State also had 20.2% earn a D grade, and 3.2% an F grade.



This chart shows proficiency by subjects with an End of Grade test over 3 years, plus the most recent data for NC.

In 2025-26, compared to 24-25 CHCCS differed by these percentage points:

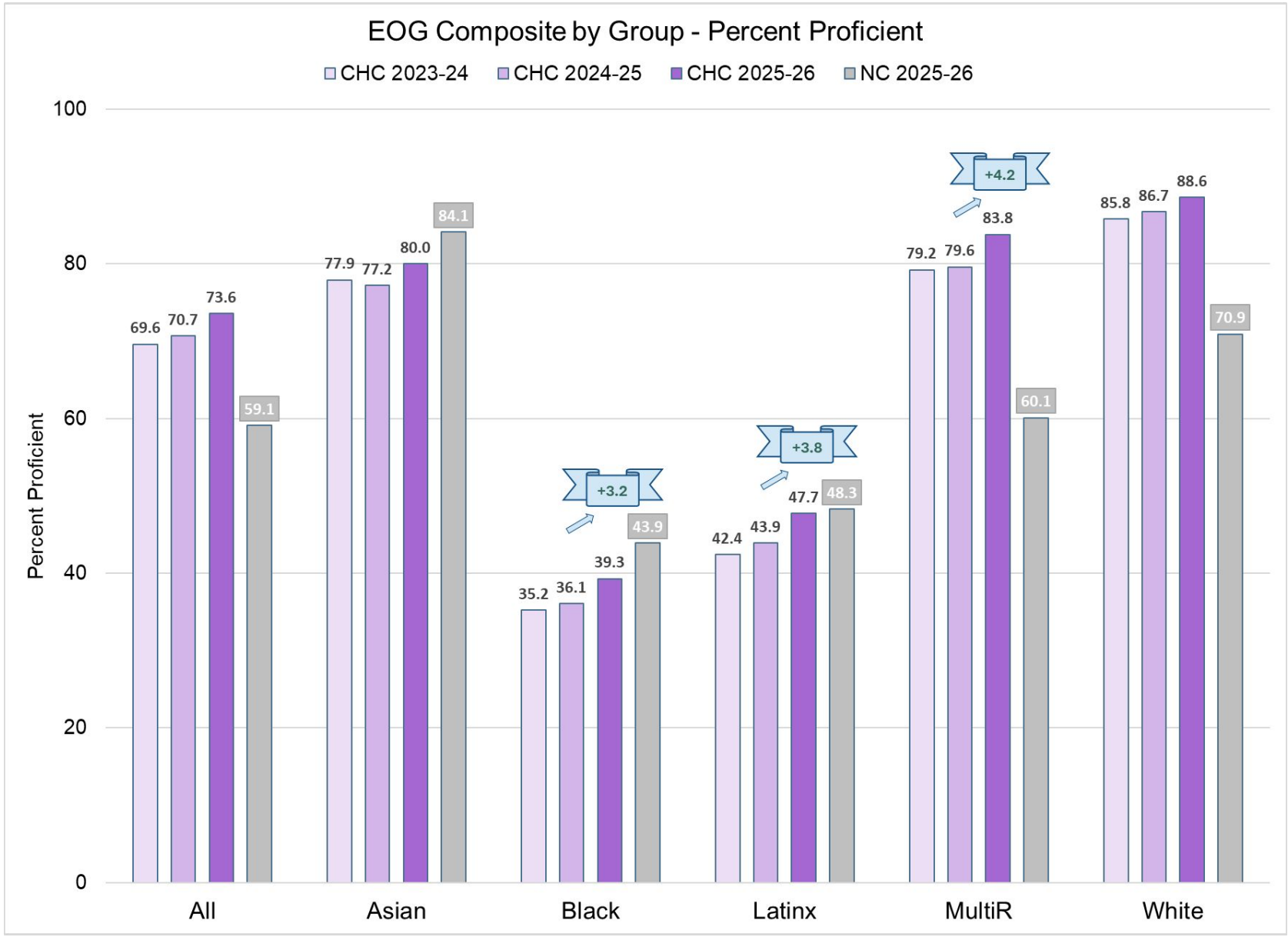
Reading grades 3-8	+3.6
All Scores	**+2.8**
Science 5&8	+2.6
Math grades 3-8	+2.5



The EOG composite includes reading and mathematics in grades 3-8, and science in grades 5 & 8. Stars indicate goals of 3 percentage point improvement were met.

CHC 2025-26 differed from 2024-25 CHC (in percentage points) by:

Multiracial	+4.2
Latinx	+3.8
Black	+3.2
All	**+2.9**
Asian	+2.8
White	+1.9



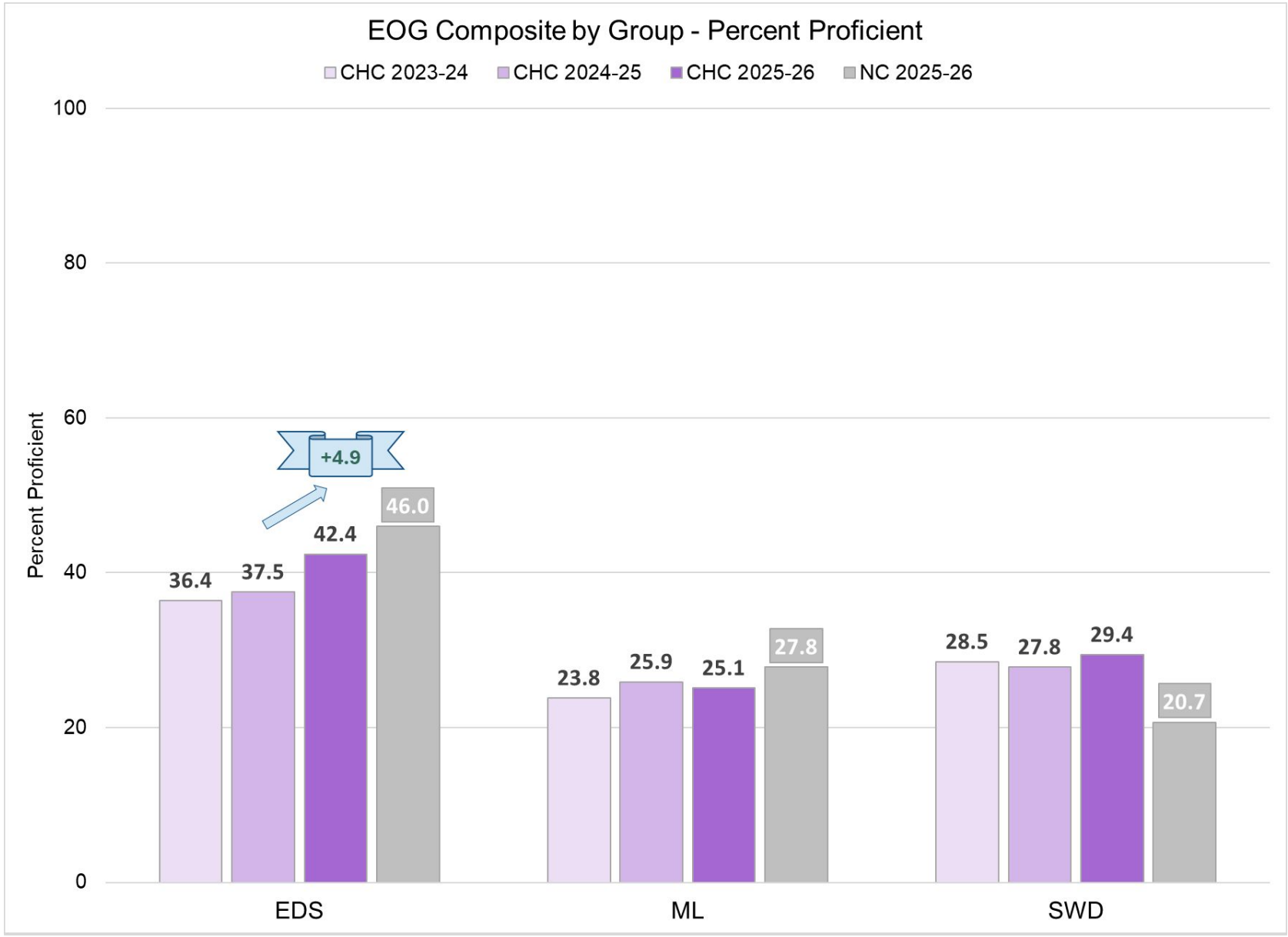
Prepared by the Office of Assessment & Research

THINK (AND ACT) DIFFERENTLY

The EOG composite includes reading and mathematics in grades 3-8, and science in grades 5 & 8. Stars indicate goals of 3 percentage point improvement were met.

CHC 2025-26 differed from 2024-25 CHC (in percentage points) by:

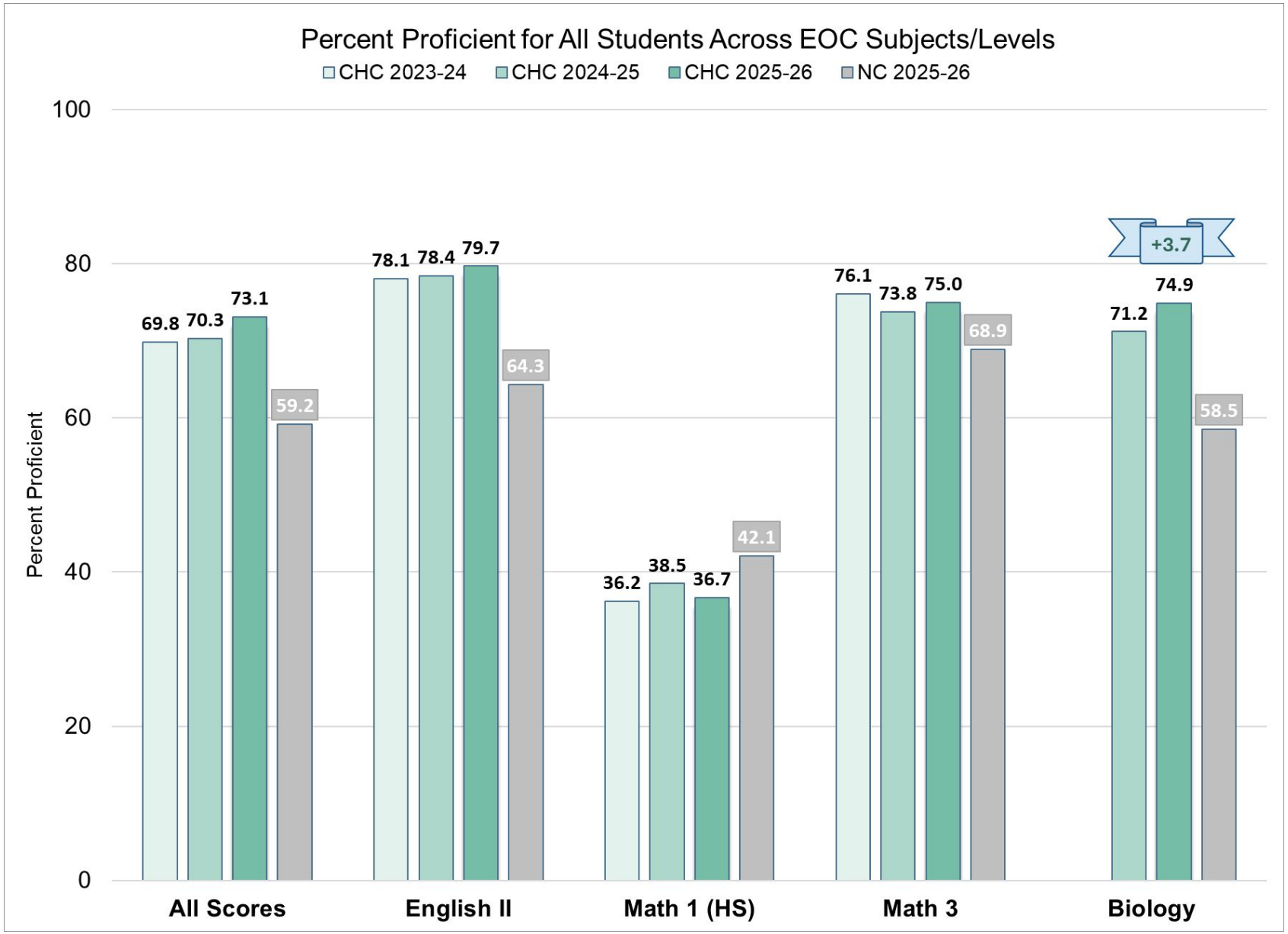
EDS	+4.9
All	**+2.9**
SWD	+1.6
ML	-0.8



This chart shows proficiency by End of Course testing for 3 years, plus the most recent data for NC.

In 2025-26, compared to 24-25 CHCCS differed by these percentage points:

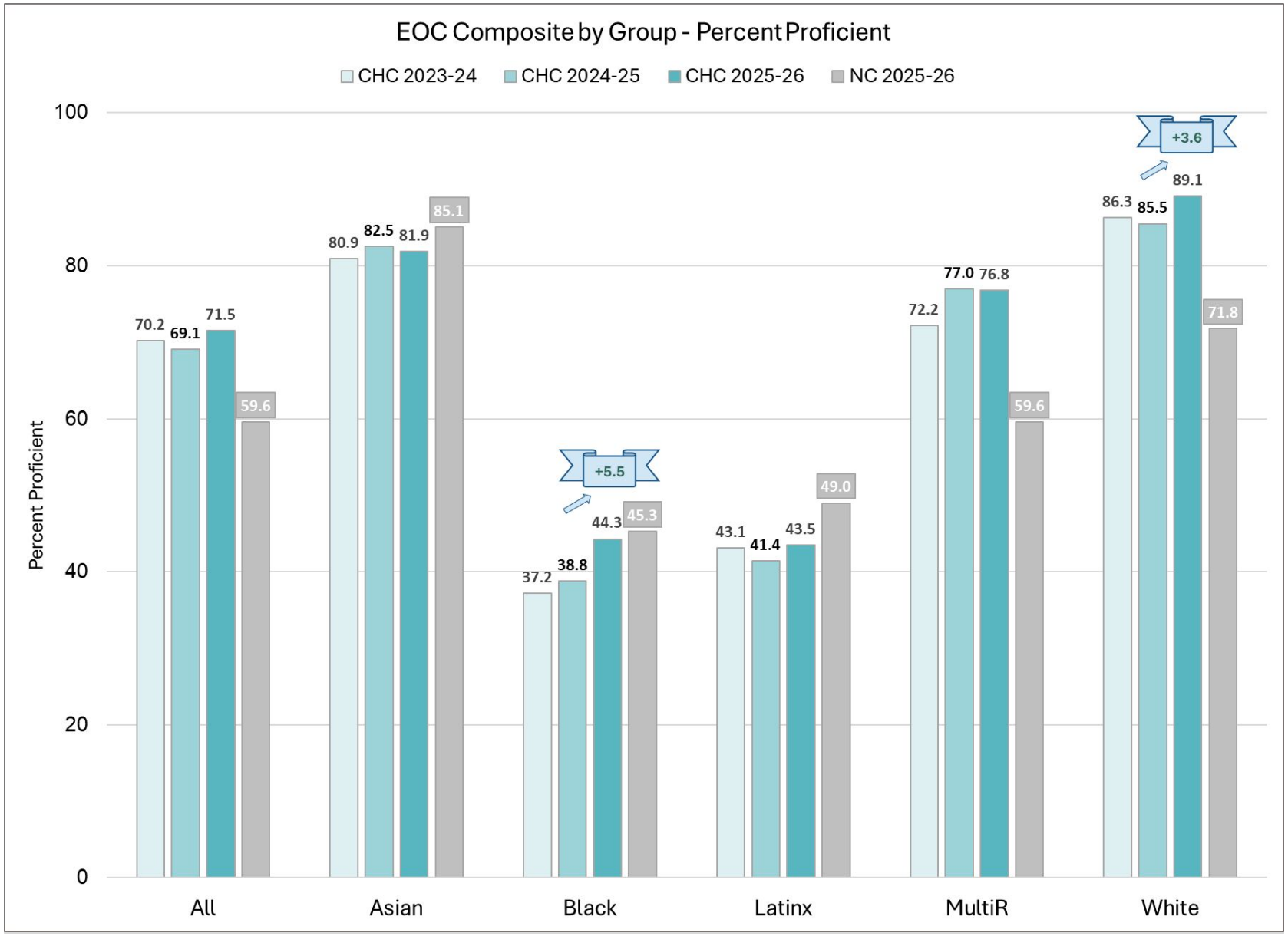
Biology	+3.7
All Scores	**+2.8**
English II	+1.3
Math 3	+1.2
Math 1 (HS)	-1.8



The End-of-Course composite includes NC Math 1 in high school, NC Math 3, English II, and Biology.

Compared to 2024-25 CHC levels, 2025-26 CHC (in percent proficient)

Black	+5.5
White	+3.6
All	**+2.4**
Latinx	+2.1
Multiracial	-0.2
Asian	-0.6



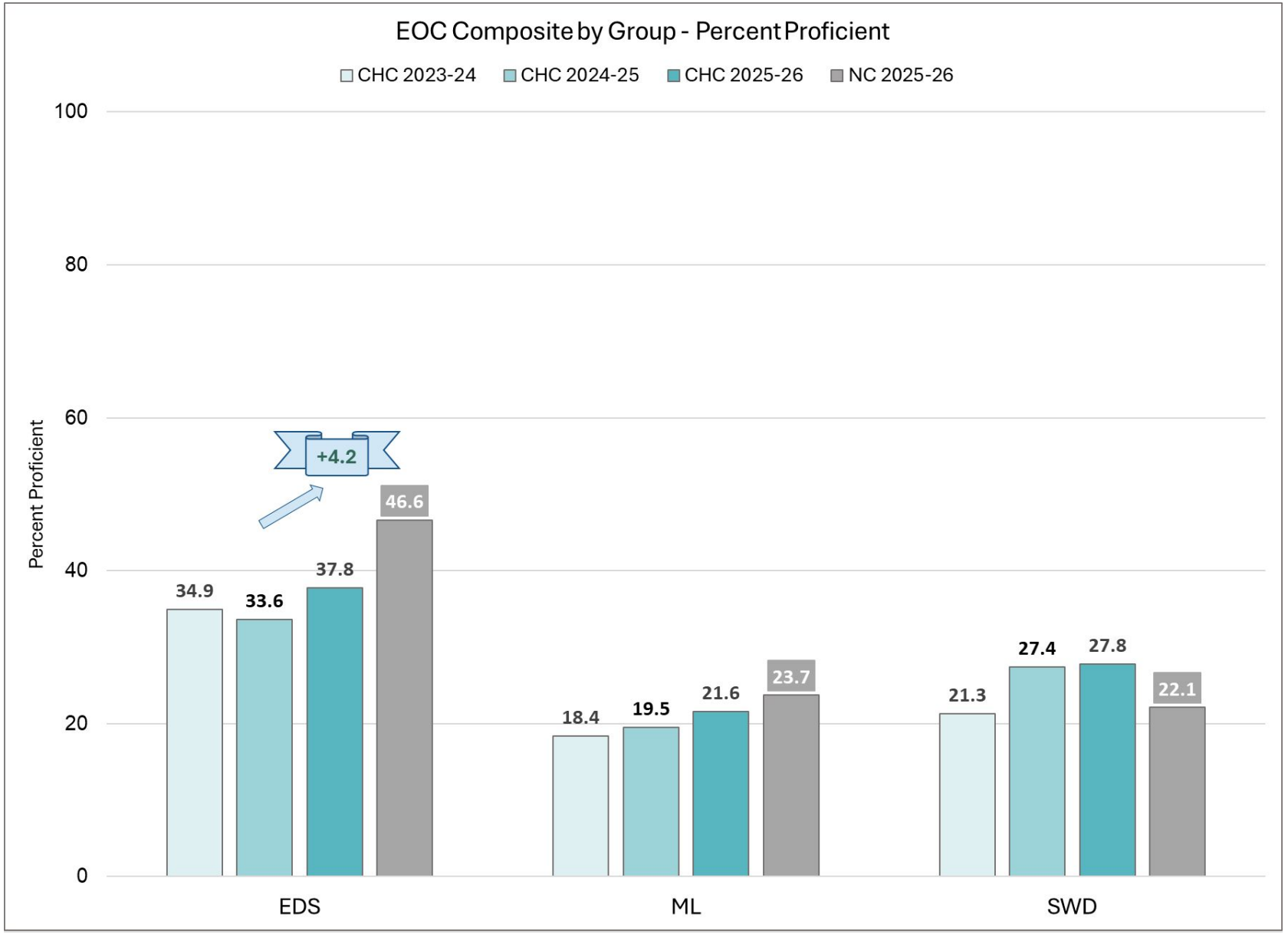
Prepared by the Office of Assessment & Research

THINK (AND ACT) DIFFERENTLY

The End-of-Course composite includes NC Math 1 in high school, NC Math 3, English II, and Biology. Stars show groups whose proficiency rose at least three percentage points.

Compared to 2024-25 CHC levels, 2025-26 CHC (in percent proficient)

EDS	+4.2
All	**+2.4**
ML	+2.1
SWD	+0.4

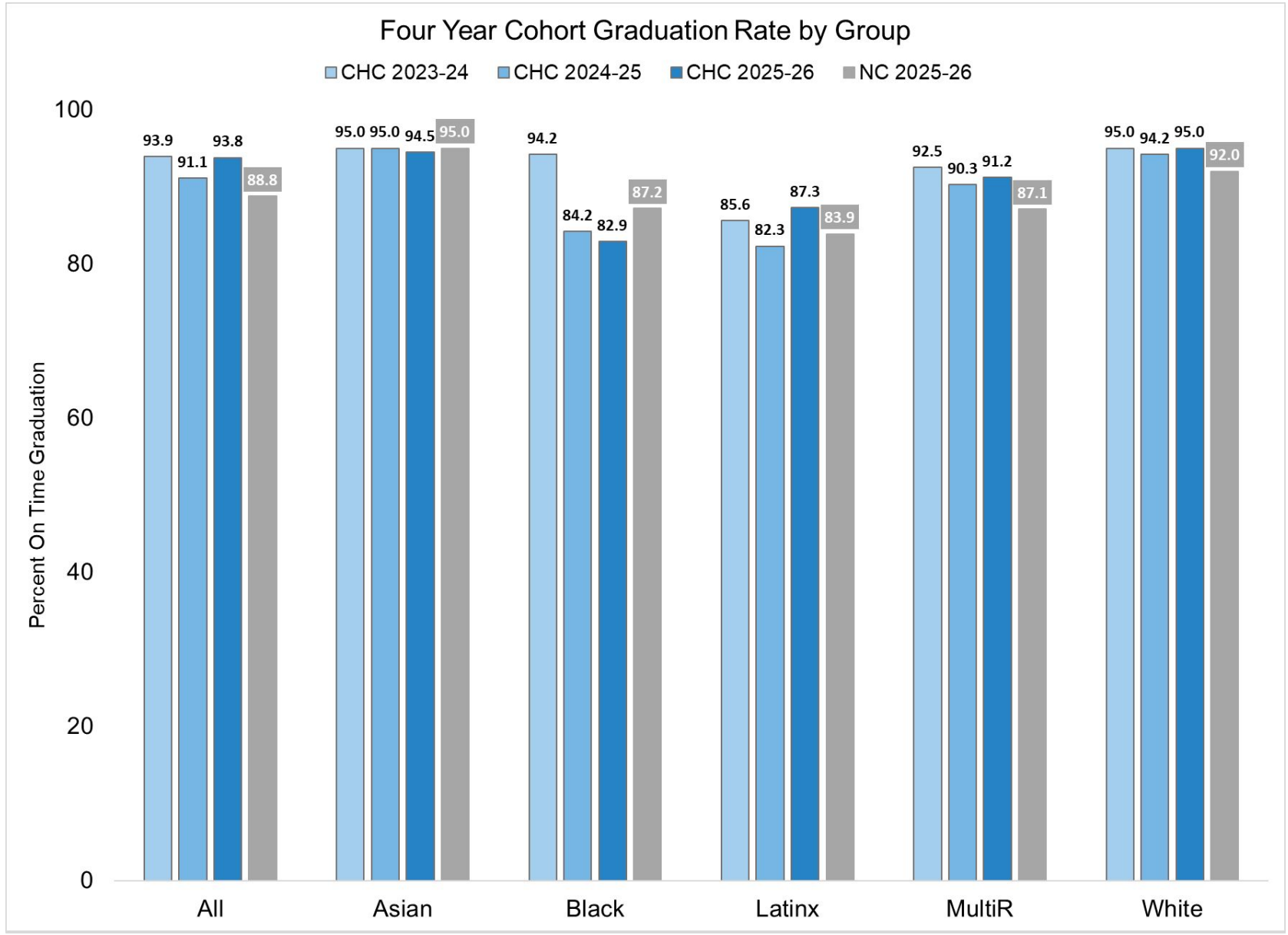


Cohort graduation rate is calculated by tracking a cohort of 9th graders over four years and calculating the proportion who graduated in four years.

The graduation rate for CHCCS for 2026 was 92.6 percent.

Compared to CHC in 2024-25, the CHCCS grad rates for 2025-26 differed by these amounts in percentage points:

Latinx	+5.0
All	**+1.5**
Multiracial	+0.9
White	+0.8
Asian	-0.5
Black	-1.3

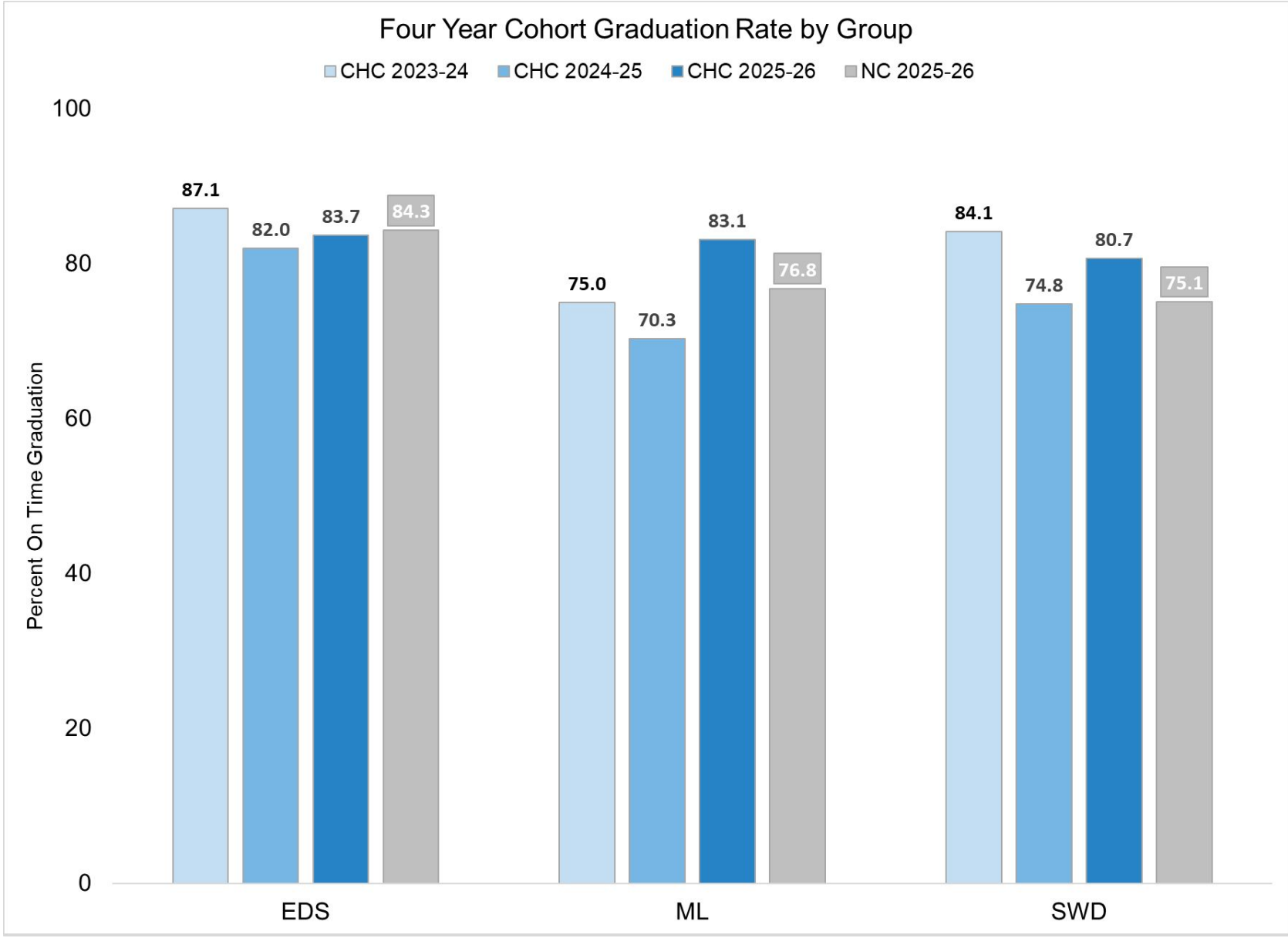


Cohort graduation rate is calculated by tracking a cohort of 9th graders over four years and calculating the proportion who graduated in four years.

The graduation rate for CHCCS for 2026 was 92.6 percent.

Compared to CHC in 2024-25, the CHCCS grad rates for 2025-26 differed by these amounts in percentage points:

ML	+12.8
SWD	+5.9
EDS	+1.7
All	**+1.5**



Discipline Overview

THINK (AND ACT) DIFFERENTLY

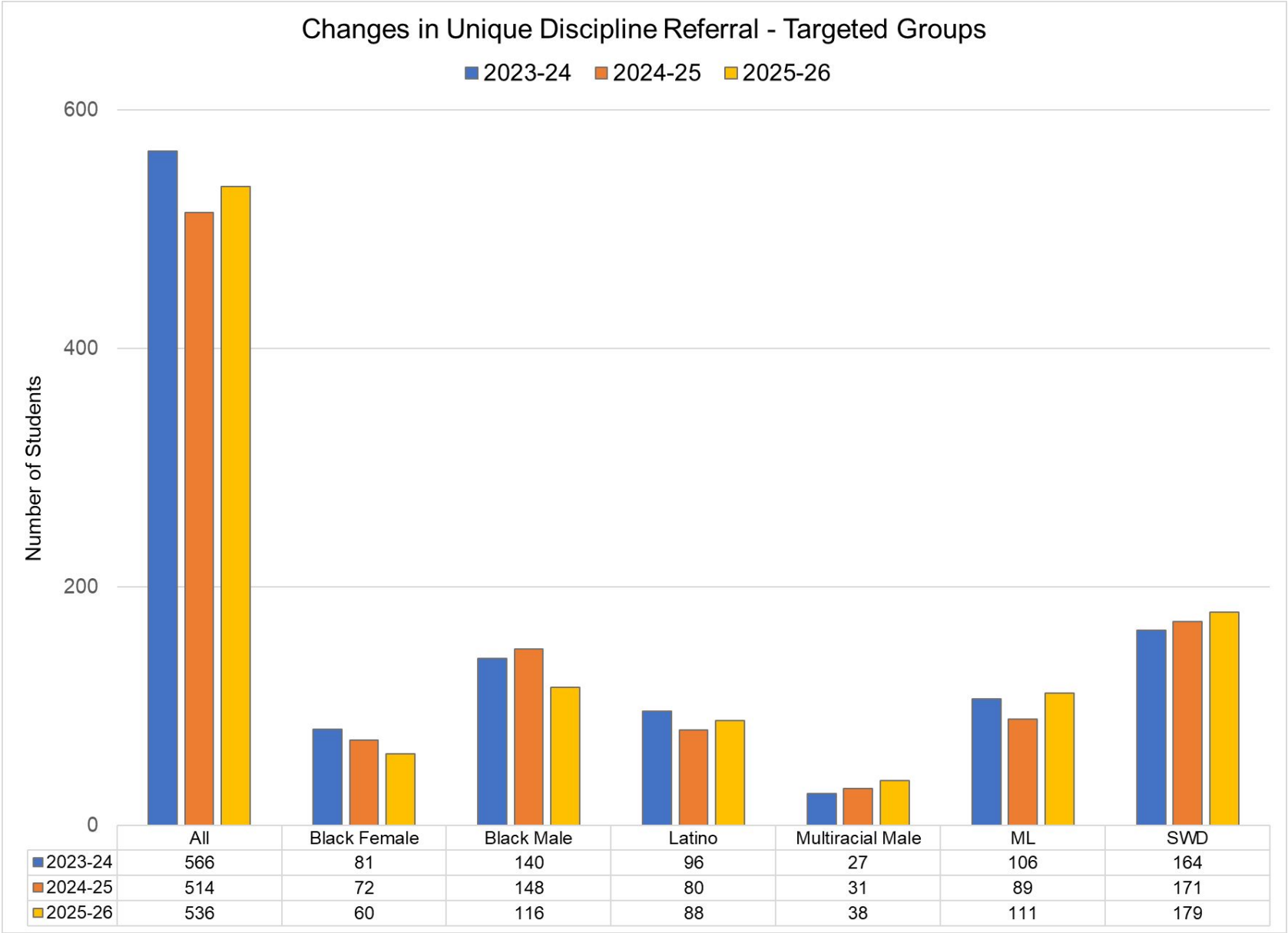
Overall, the number of students with one or more incidents increased by 22 from 2024-25 to 536 in 2025-26.

Enrollment was 11,018 at the end of last year, therefore 10,482 or (95.1%) of students did not have a referral in 2025-26.

Numbers have fallen each of the past two years among Black Female students, and in 2025-26 for Black Male students.

Numbers among SWD rose each of the past two years, up 15 in total.

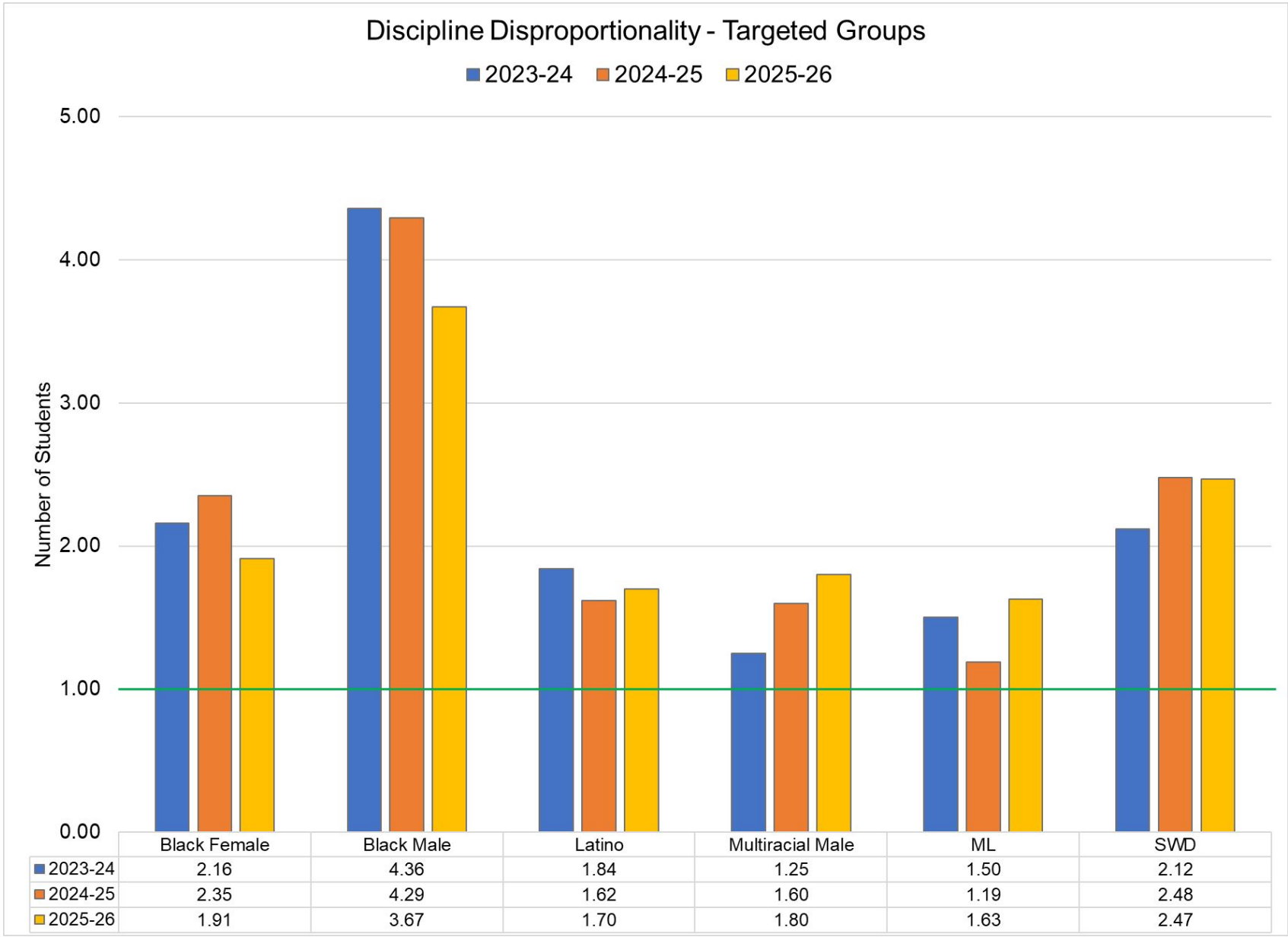
*In 2024-25, this report included PreK, and the enrollment comparison was monthly, not 20th day.



	All	Black Female	Black Male	Latino	Multiracial Male	ML	SWD
2023-24	566	81	140	96	27	106	164
2024-25	514	72	148	80	31	89	171
2025-26	536	60	116	88	38	111	179

The discipline disproportionality value is the proportion of a group in the set of students with incidents, divided by the proportion of the students in enrollment.

1.00 represents no disproportionality. The indexes for Black Females decreased to 1.91, and for Black Males to 3.67 in 2025-26.



	Black Female	Black Male	Latino	Multiracial Male	ML	SWD
2023-24	2.16	4.36	1.84	1.25	1.50	2.12
2024-25	2.35	4.29	1.62	1.60	1.19	2.48
2025-26	1.91	3.67	1.70	1.80	1.63	2.47

Panorama Student Perception Surveys

Elementary Fall 2025-26

School Safety 78% favorable
(up from 67% Spring 22-23)

Teacher-Student Relationships 74% favorable
(up 2 percentage points from last Spring)

Sense of Belonging 67% favorable
(up 3 percentage points from Spring 23-24)

School Climate 65% favorable
(up 5 percentage points from last Spring)

Secondary Fall 2025-26

School Safety 60% favorable
(up 3 percentage points from last Spring)

Teacher-Student Relationships 50% favorable
(up 5 percentage points from last Spring)

Sense of Belonging 48% favorable
(up 10 percentage points from Spring of 23-24)

School Climate 42% favorable
(up 6 percentage points from last Spring)

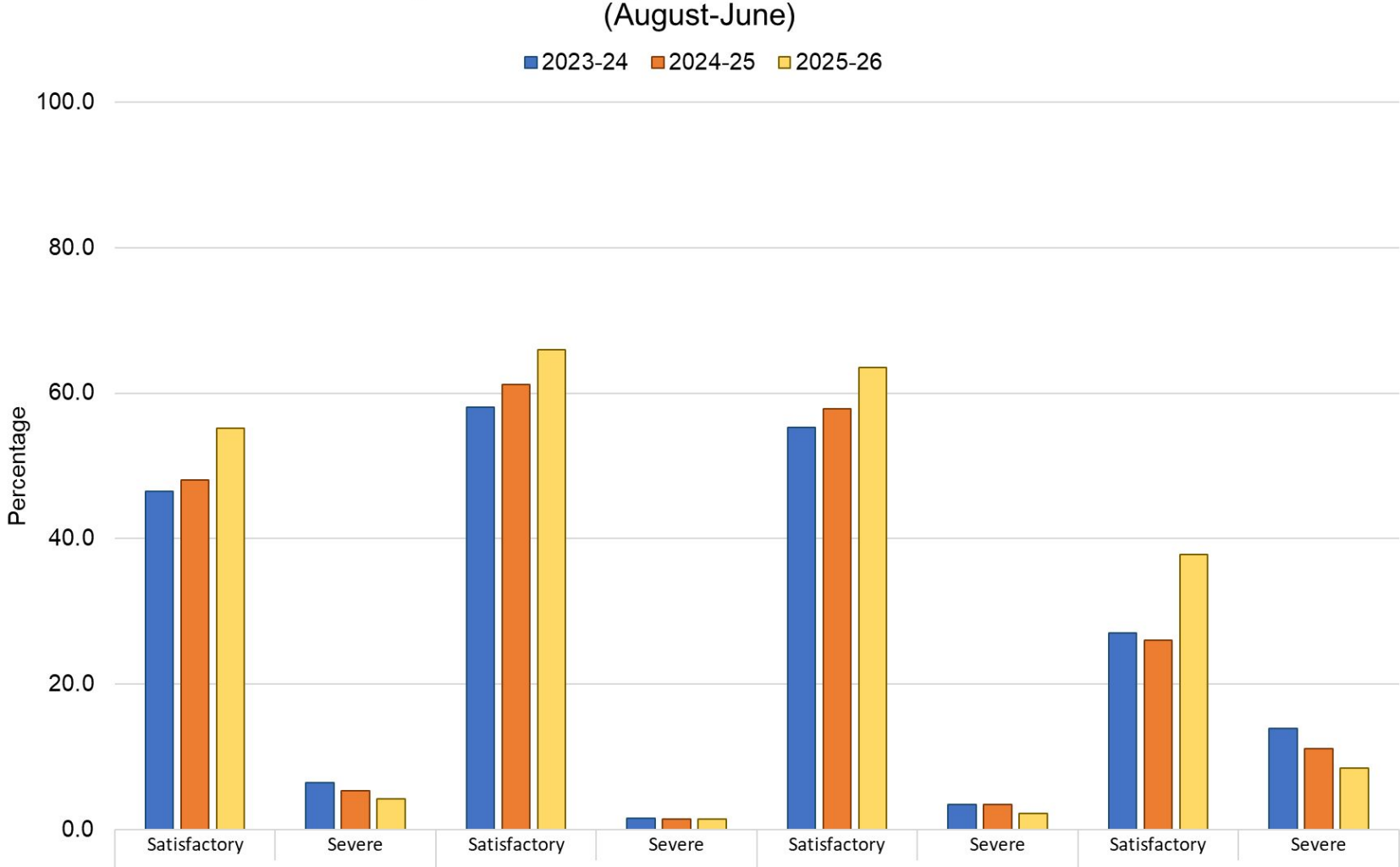
Attendance Overview

THINK (AND ACT) DIFFERENTLY

Elementary (ES) and middle schools (MS) both had increases in Satisfactory Attendance for the past two years, ES up 7.9 percentage points to 66.0%, and MS up 8.2 percentage points to 63.5%. High school Satisfactory attendance increased by 11.8 percentage points during 2025-26.

The Severe Absences level dropped to 4.2% overall with ES down to 1.4%, MS down to 2.2%, and HS down to 8.5%.

For 2025-26, the District chose an attendance goal of improving the proportion of students by three or more percentage points over the prior year for a metric defined as a combination of both Satisfactory and Mild - 90% attendance or more.



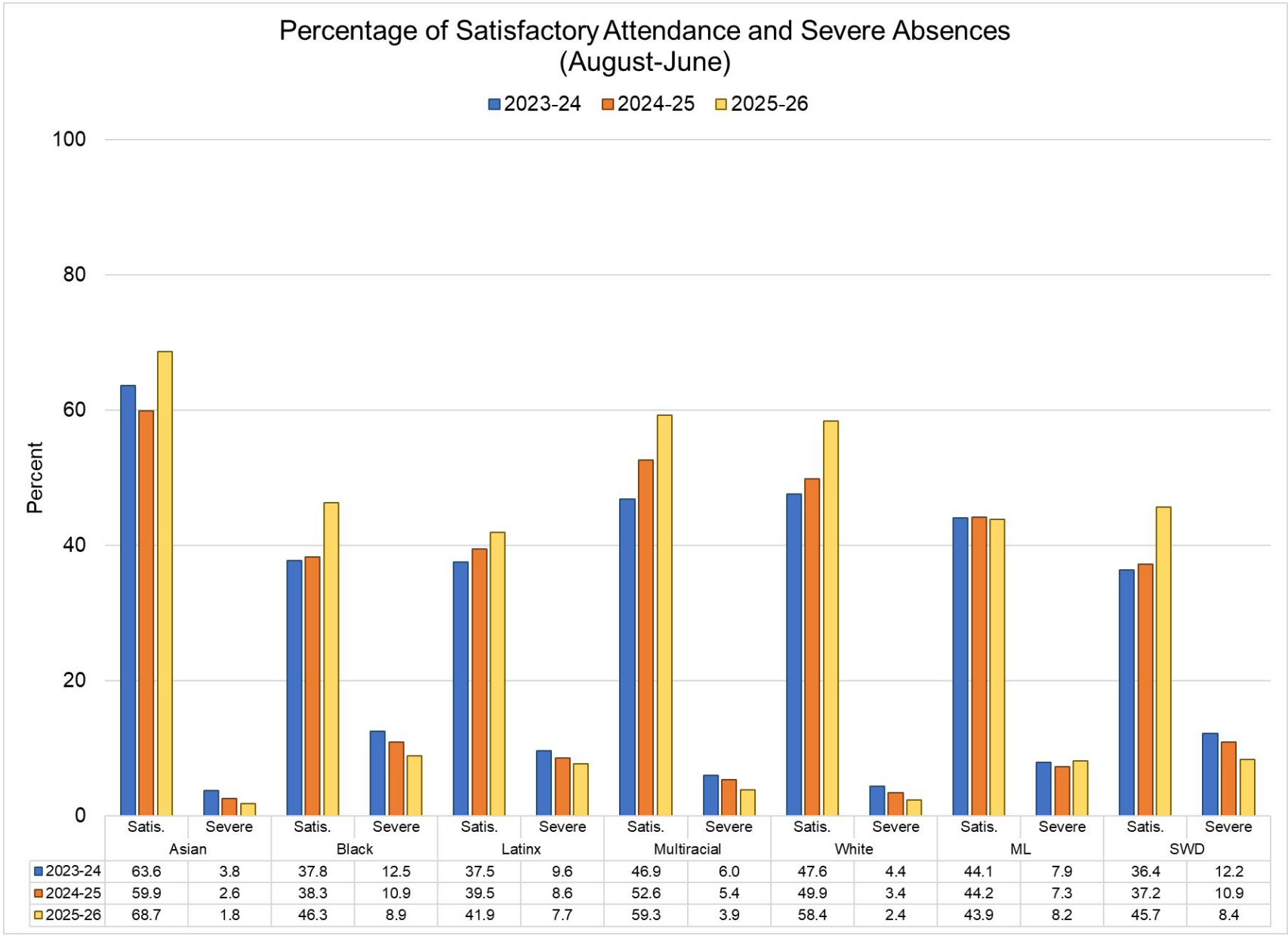
	All		Elementary		Middle		High	
	Satisfactory	Severe	Satisfactory	Severe	Satisfactory	Severe	Satisfactory	Severe
2023-24	46.5	6.4	58.1	1.6	55.3	3.5	27.0	13.9
2024-25	48.1	5.3	61.2	1.5	57.8	3.5	26.0	11.1
2025-26	55.2	4.2	66.0	1.4	63.5	2.2	37.8	8.5

Overall, CHCCS exceeded the goal by 1.5 percentage points up to 85.5 percentage points. All groups met or exceeded the goal, except ML who missed the mark by 0.9 percentage points:

Multiracial	59.3
White	58.4
Black	46.3
SWD	45.7
ML	43.9
Latinx	41.9

Severe:

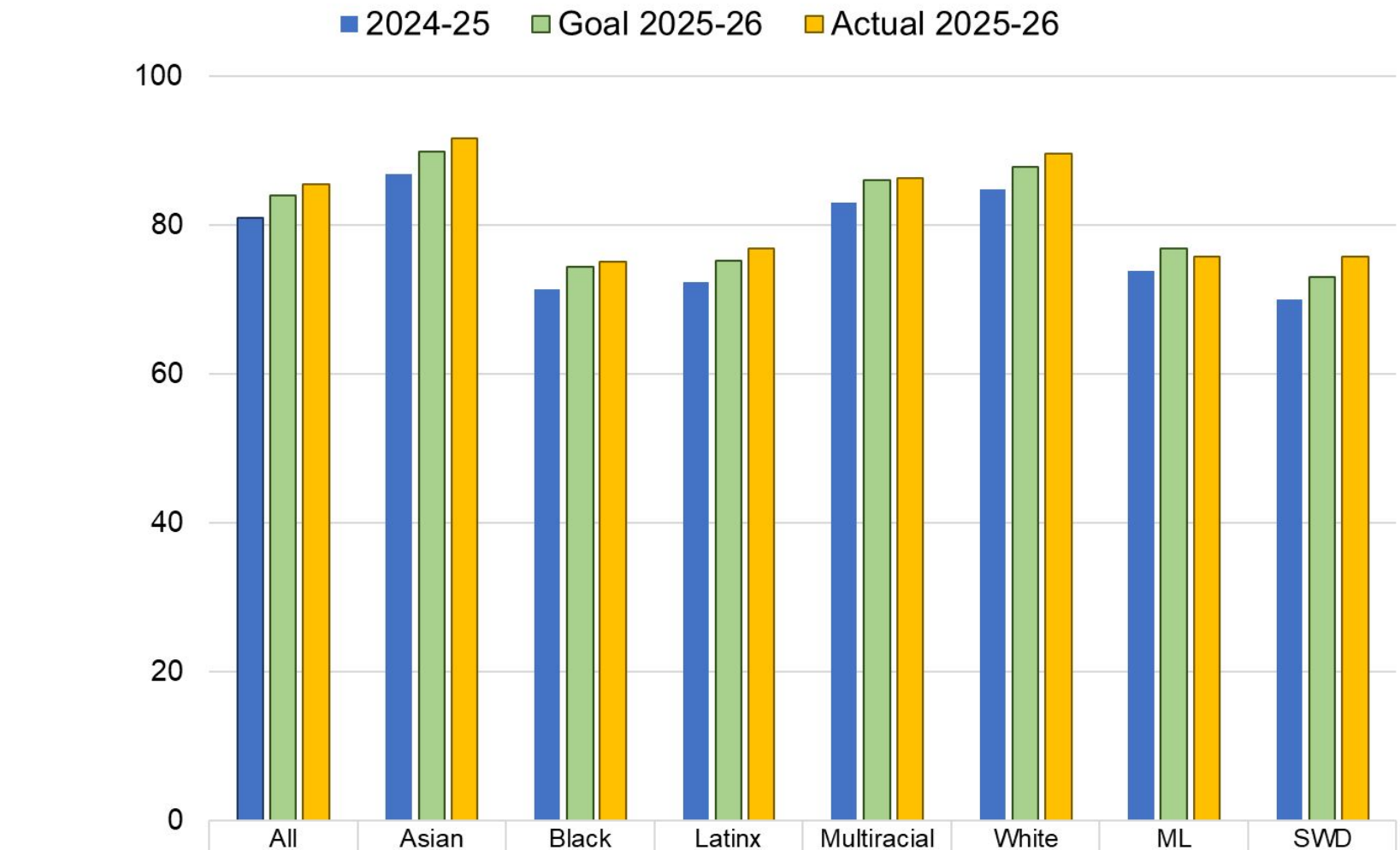
Asian	1.8
White	2.4
Multiracial	3.9
Latinx	7.7
ML	8.2
SWD	8.4
Black	8.9



	Asian		Black		Latinx		Multiracial		White		ML		SWD	
	Satis.	Severe	Satis.	Severe	Satis.	Severe	Satis.	Severe	Satis.	Severe	Satis.	Severe	Satis.	Severe
2023-24	63.6	3.8	37.8	12.5	37.5	9.6	46.9	6.0	47.6	4.4	44.1	7.9	36.4	12.2
2024-25	59.9	2.6	38.3	10.9	39.5	8.6	52.6	5.4	49.9	3.4	44.2	7.3	37.2	10.9
2025-26	68.7	1.8	46.3	8.9	41.9	7.7	59.3	3.9	58.4	2.4	43.9	8.2	45.7	8.4

For 2025-26, the District chose an attendance goal of improving the proportion of students with a Satisfactory and Mild Attendance Rate (90%+ attendance) by three or more percentage points over the prior year.

Overall, CHCCS exceeded the goal by 1.5 percentage points up to 85.5 percentage points. All groups met or exceeded the goal, except ML who exceeded their 2024-25 rate by 1.9 points.



	All	Asian	Black	Latinx	Multiracial	White	ML	SWD
2024-25	81.0	86.9	71.4	72.3	83.1	84.9	73.9	70.1
Goal 2025-26	84.0	89.9	74.4	75.3	86.1	87.9	76.9	73.1
Actual 2025-26	85.5	91.7	75.1	76.9	86.4	89.7	75.8	75.8

Attendance Recovery & Support

- 2026 Attendance Campaign **Your Presence Matters**
    - BOY Messaging for Families
- Reviewing the Parent Notification/ Alert Process
- Attendance team: Through Student Services PLC
    - Pre-list during beginning of the year
    - School's chronic absenteeism
    - Case management assignments
    - Attendance support plans
    - Attendance letters to families

Next Steps

- **Collaboration** with EC around disproportionality and increasing our menu of support and sharing best practices
- **Fidelity** to interventions and the Code of Conduct
- Kick off the **Attendance Campaign:** Your Presence Matters
- Attendance Goals shared with social workers & school leaders

Emphasis on relationship building: **AVID Strand Relational Capacity**

Increasing our Partnerships and Wrap Around Services

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THINK (AND **ACT**)
DIFFERENTLY

THINK (AND ACT)
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Strategic Plan Update

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Strategic Plan - Key Strategic Actions

- Strategic Plan 2027:
  - Key Strategic Actions Progress Display
    - 68% of KSAs were On Target
    - 13% were Progressing
    - 8% Off Target
    - 11% each Paused, or Strategically Abandoned
  - Goals Met - 68% up from 44% last year
  - Begin to sunset this plan

THINK (AND ACT)
DIFFERENTLY

Quick Lookback

COVID-19 Recovery

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Are we back to pre-Covid levels?

Context for the Comparison

- **ELA and Science EOG assessments have changed since 2020**, so results are not based on identical assessments.
- **These are different cohorts of students.** We are comparing system performance over time, not the performance of the same students.
- The impact of the pandemic is different by age. **A student who was in kindergarten in 2019–20 is now in 7th grade.**

Where We Are Compared to 2019

- **8 schools are now above their 2019 proficiency levels.**
- **3 additional schools are within 1 percentage point of 2019.**
- **Elementary schools, on average, have returned to 2019 levels.**
  - Excluding one outlier school, the elementary average is **1 point above 2019**.
- **Secondary schools remain approximately 3 points below 2019 levels**
- **For reference, state averages are even to 5 points lower across grades 3-8, depending on grade level**

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TSI Focus from 25-26

Multilingual Learners & Students with Disabilities

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Focus on Instruction for Multilingual Learners and Students with Disabilities

Seven of our eighteen traditional schools have been identified as either TSI-CU or ATSI for Students with Disabilities and three schools were so identified for Multilingual Learners

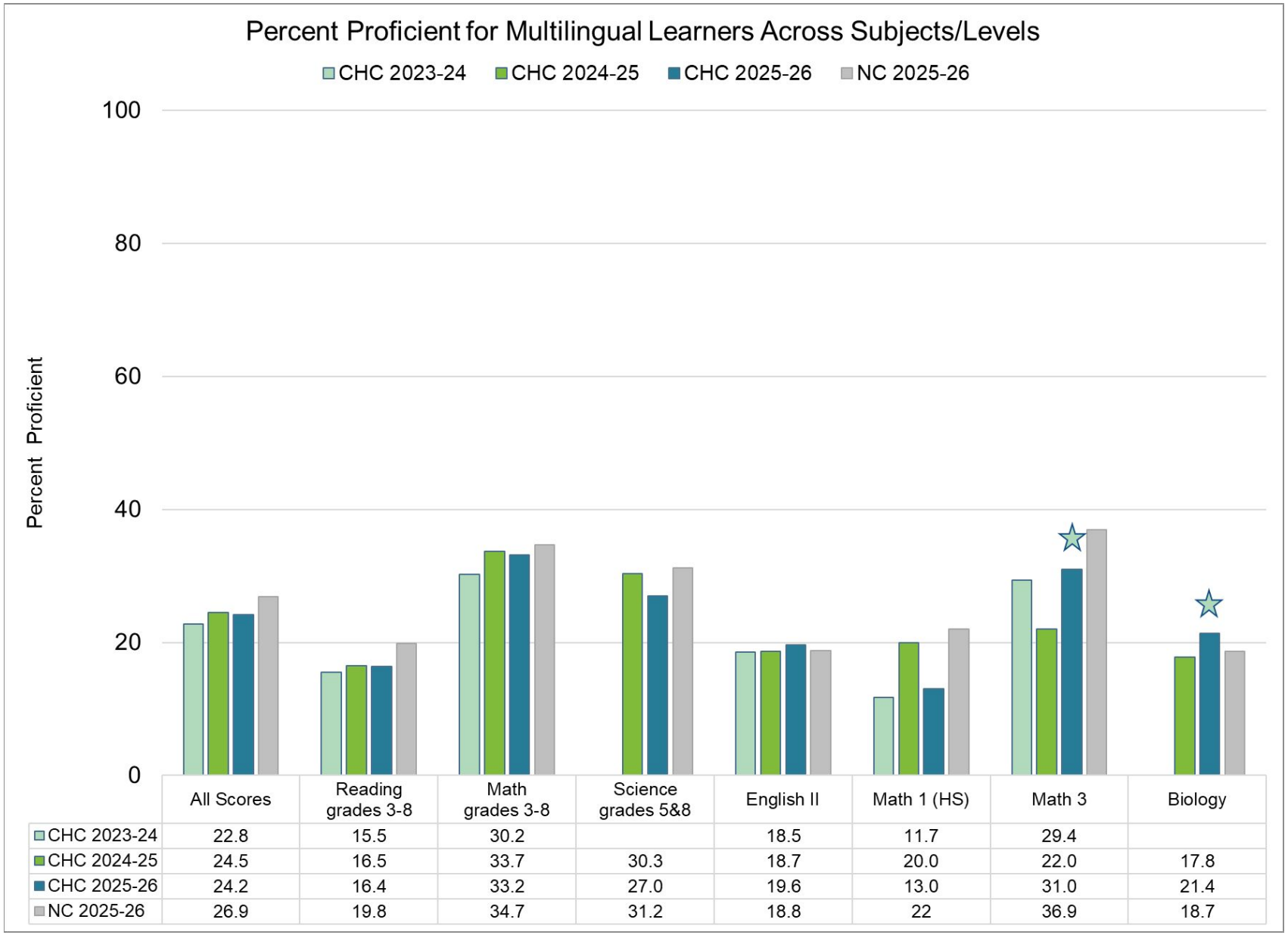
	Enrolled (2025-26)	ML or SWD	Pct ML or SWD
All	11,009	2,525	22.9
Asian	1,507	396	26.3
Black	1,297	380	29.3
Latinx	2,157	1,047	48.5
Multiracial	858	112	13.1
White	5,175	585	11.3

This chart shows percent proficient among Multilingual Learners for each State Assessment over time compared to the 2025-26 NC Average for ML.

Proficiency rose by 3 or more percentage points on the Math 3 and Biology EOCs. Math 1 and Science 5th & 8th grade proficiency dropped, while All scores, Reading and Math EOG and English II stayed about the same.

Growth Scores

Overall - Meets
Math - Exceeds
Reading - Meets
Science - Exceeds

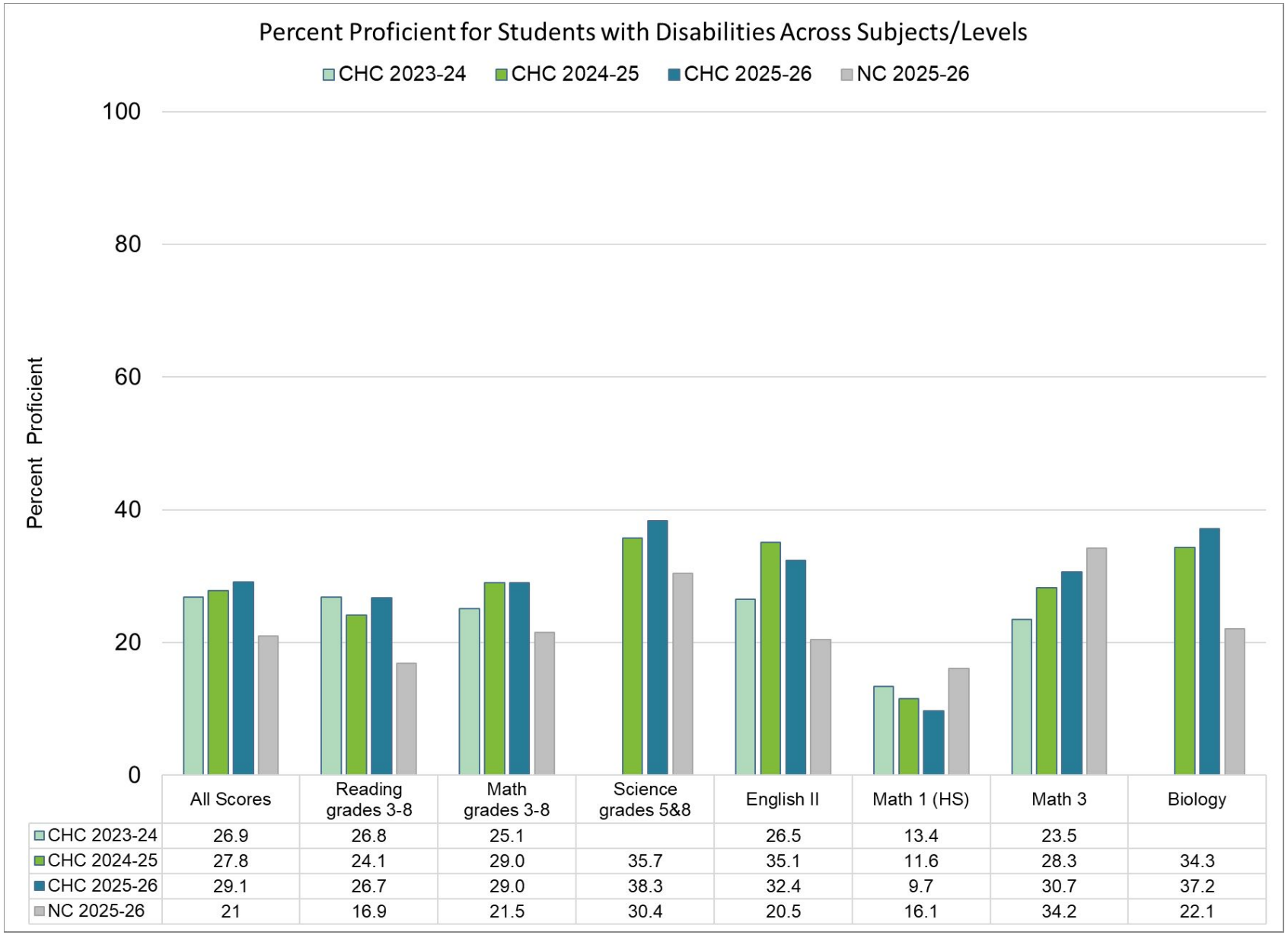


	All Scores	Reading grades 3-8	Math grades 3-8	Science grades 5&8	English II	Math 1 (HS)	Math 3	Biology
CHC 2023-24	22.8	15.5	30.2		18.5	11.7	29.4	
CHC 2024-25	24.5	16.5	33.7	30.3	18.7	20.0	22.0	17.8
CHC 2025-26	24.2	16.4	33.2	27.0	19.6	13.0	31.0	21.4
NC 2025-26	26.9	19.8	34.7	31.2	18.8	22	36.9	18.7

This chart shows percent proficient among Students with Disabilities for each State Assessment over time as compared to the 2025-26 NC average for SWD.

Overall, since 2023-24, SWD proficient rose by 2.2 percentage points. Proficiency in Math 1 has decreased over the past two years, while proficiency for Math 3 had increased by 7.2 percentage points.

Growth Scores
Overall - Does not Meet
Math - Meets
Reading - Does Not Met
Science - Meets



	All Scores	Reading grades 3-8	Math grades 3-8	Science grades 5&8	English II	Math 1 (HS)	Math 3	Biology
CHC 2023-24	26.9	26.8	25.1		26.5	13.4	23.5	
CHC 2024-25	27.8	24.1	29.0	35.7	35.1	11.6	28.3	34.3
CHC 2025-26	29.1	26.7	29.0	38.3	32.4	9.7	30.7	37.2
NC 2025-26	21	16.9	21.5	30.4	20.5	16.1	34.2	22.1

Secondary TSI/ATSI Schools Focus

If we look specifically at each or our TSI schools where we began planning on how to focus, we saw 50% of the schools increase in growth measure (3 out of 5 schools for ML, and 2 out of 5 for SWD), and 70% showed an increase in achievement (4 out of 5 for ML and 3 out of 5 for SWD).

Intentionality does change the trajectory

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Piloting AVID Excel and Emerge

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TWO-YEAR AVID EXCEL

GROWTH SNAPSHOT

2024–25 and 2025–26 annual AVID records (n=73)

91.8%

IMPROVED IN AT LEAST ONE LANGUAGE DOMAIN

76.7%

IMPROVED IN AT LEAST TWO LANGUAGE DOMAINS

72.6%

IMPROVED OVERALL/CPL

39.7%

GAINED AT LEAST 0.5 IN OVERALL/CPL

31.5%

GAINED AT LEAST 0.6 IN OVERALL/CPL

13.7%

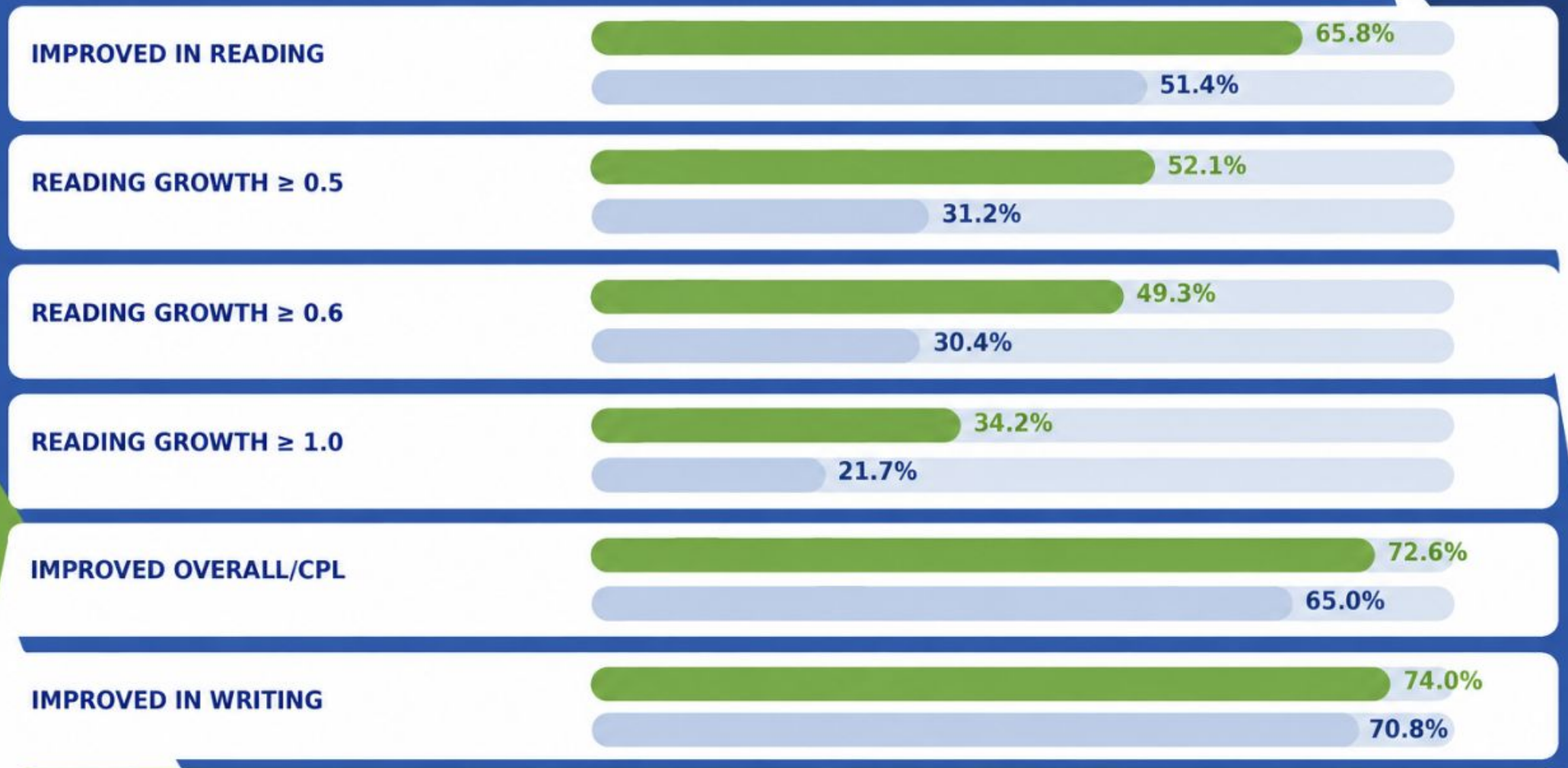
GAINED A FULL OVERALL PROFICIENCY POINT OR MORE

Annual records may include the same student in both program years.

TWO-YEAR GROWTH

AVID EXCEL VS. NON-AVID EXCEL

Percentage of annual student records meeting each growth measure



AVID EXCEL STUDENTS EXCEEDED NON-AVID EXCEL STUDENTS ON EVERY HIGHLIGHTED MEASURE

Narrowing Focus - Accountability Overview

Targeted Areas for Growth

- Provide structured support for schools that did not meet growth, while building on proficiency gains already underway. (Of the 4 schools who did not meet growth, 3 increased proficiency)
- Prioritize **3rd grade reading growth** (currently high proficiency) **, 8th grade/Math I proficiency** (currently meeting growth)**, and middle school performance overall.**
- Maintain an intentional focus on **student-group outcomes** and closing persistent gaps.

Monitor What Matters

- Strengthen ongoing data tracking to **sustain gains, identify needs early, and accelerate progress.**
- Use growth and proficiency data to determine where additional support and adjustments are needed.

Stay Focused on the Big Rocks

- Deepen implementation of our **three research-based Big Rocks** rather than adding new initiatives.
- As new standards and curriculum clarify **what** students learn, our Big Rocks provide a consistent **how**:
  - **AVID:** How we teach; **MTSS:** How we support; **PLCs:** How we organize

26-27 Focus on AVID Districtwide

Continuing the shifts with PLCs and MTSS

More information will be shared with upcoming Curriculum and Instruction Management Plan (CIMP) update

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AVID: Strengthening Tier 1 Instruction

- AVID provides a consistent instructional framework focused on writing, inquiry, collaboration, organization, and reading.
- High expectations and intentional scaffolds are not mutually exclusive
- Engage students in Academic discussion, structured collaboration, and multiple ways to engage with content
- AVID creates a common language for strong instruction across classrooms, levels, etc, reducing variability in what students experience.
- Ensure access to grade-level work, while creating the instructional conditions for all to successfully engage with and master it with greater success.

MTSS: Providing the Right Support at the Right Time

- Strong Tier 1 instruction is the foundation, but some students will need targeted or intensive support beyond the core.
- MTSS provides a consistent process for identifying needs, selecting interventions, monitoring progress, and adjusting support.
- Determine whether a student needs an intervention, an instructional adjustment, language support, an accessibility support, or some combination.
- Progress monitoring helps ensure that support is producing results rather than allowing students to remain in interventions without sufficient improvement.
- MTSS moves us from reacting after students fall behind to responding early, intentionally, and based on evidence.

PLCs: Turning Student Group Data into Collective Action

- PLCs provide the weekly structure for teachers to examine student work, common assessment results, and other evidence of learning.
- Data must be intentionally disaggregated for students so overall averages do not mask differences in access, experience, or outcomes.
- Teams should ask what students were expected to learn, who learned it, who did not, and which instructional response is needed next.
- Teachers, instructional coaches, specialists combine their expertise and share responsibility for student growth in PLCs rather than siloes.
- Effective PLCs identify practices that are working for students, replicate those practices, and monitor whether adjustments are improving outcomes.

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CHAPEL HILL-CARRBORO CITY SCHOOLS BOARD OF EDUCATION
CONTRACT FOR SERVICES

This contract for Professional Development and membership services (the "Contract") is made and entered into this 29th day of April, 2026, between the Chapel Hill-Carrboro City Schools Board of Education (the "School System"), 750 South Merritt Mill Road, Chapel Hill, NC 27516, and Avid Center (the "Provider"), 9797 Aero Drive Suite 100 San Diego, CA 92123 (each a "Party", and collectively the "Parties").

For and in consideration of the mutual promises set forth in the Contract the Parties do mutually agree as follows:

1. Obligations of Provider. Provider hereby agrees to provide services to the School System as follows: AVID products and services, including educational resources and professional development, as set forth in more detail in Exhibit A.

   1.1. Scope of Work. Work will be completed in a timely manner acceptable to the School System in full compliance with the terms and conditions of this Contract, including any documents incorporated by reference.

   1.2. Records Maintenance. Provider shall maintain written documentation of any service provided, including any required documentation meeting the requirements of applicable federal, state and local laws and regulations.

2. Obligations of the School System.

   2.1. The School System hereby agrees to compensate Provider at a rate or in the amount of up to $136,320.00 for the products and services listed in Exhibit A.

3. Term. The services described in the Contract will be provided from July 1st, 2026 to June 30th, 2027 unless sooner terminated as herein provided.

4. Invoices. Provider shall provide the School System with invoice(s) itemized by service provided and the amount owed, along with any supporting documentation that may be requested in advance by the School System. The School System shall process payments to Provider within forty-five (45) days of submission of such invoice(s). Invoices should be sent to invoices@chccs.k12.nc.us, for review and approval. In the event of inclement weather, fire, power failure, or other similar occurrence, which may necessitate the cancellation of the delivery of the service(s), and an alternate date cannot be agreed upon, the School System will be under no obligation to compensate Provider for services not rendered.

5. Termination for Convenience. The School System may terminate this Contract at any time at its complete discretion upon twenty (20) calendar days' notice in writing from the School System to Provider prior to the date of termination.

6. Termination for Default. At any time, the School System may terminate this Contract immediately and without prior notice if Provider is unable to meet goals and timetables or if the School System is dissatisfied with the quality of services provided.

7. Contract Funding. It is understood and agreed between Provider and the School System that the School System's payment obligation under this Contract is contingent upon the availability of appropriated funds from which payment for Contract purposes can be made.

8. Insurance. Provider agrees to maintain Commercial General Liability in amount of $1,000,000 each occurrence, with $2,000,000 General Aggregate. Provider shall maintain Workers Compensation in the required statutory amount for all employees participating in the provision of services under this Contract. Certificates of such insurance shall be furnished by Provider to the School System upon request and shall contain an endorsement to provide the School System at least ten (10) days' written notice of any intent to cancel or terminate by either Provider or the insuring company. Failure to furnish insurance certificates or maintain such insurance shall be a default under this Contract and shall be grounds for immediate termination of this Contract.

9. Taxes. Provider shall pay all federal, state, and FICA taxes for all employees participating in the provision of services under this Contract.

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10. Monitoring and Auditing. Provider shall cooperate with the School System, or with any other person or agency as directed by the School System, in monitoring, auditing, or investigating activities related to this Contract. Provider shall permit the School System to evaluate all activities conducted under this contract as dictated by the School System. Provider shall provide auditors retained by the School System with access to any directly pertinent records and files related to the provision of services under this Contract. The School System agrees that its auditors will maintain the confidentiality of any identified and actual trade secrets of Provider accessed during an audit conducted under this Contract.

11. Confidentiality of Student Information. Provider agrees that all student records or personally identifiable information contained in student records that may be obtained in the course of providing services to the School System under this Contract shall be subject to the confidentiality and disclosure provisions of applicable federal and state statutes and regulations as well as the School System's policies. All student records shall be kept in a secure location preventing access by unauthorized individuals. Provider will maintain an access log delineating date, time, agency, and identity of any individual accessing student records who is not in the direct employ of Provider. Provider shall not forward to any person other than Provider shall not forward to any person other than parent, School System, or subprocessor National Student Clearinghouse any student record or personally identifiable information obtained from a student record (including, but not limited to, the student's identity) without the written consent of the School System. Upon termination of this Contract, Provider shall turn over to the School System all student records or personally identifiable information about students obtained by Provider while providing services under this Contract.

12. Lunsford Act. Provider acknowledges that G.S. § 14-208.18 prohibits anyone required to register as a sex offender under Article 27A of Chapter 14 of the General Statutes from knowingly being on the premises of any school. Provider shall conduct or arrange to have conducted, at its own expense, sexual offender registry checks on each of its owners, employees, agents and subcontractors ("contractual personnel") who will engage in any service on School System property or at a School System sponsored event, except checks shall not be required for individuals who are solely delivering or picking up equipment, materials, or supplies at: (1) the administrative office or loading dock of a school; (2) non-school sites; (3) schools closed for renovation; or (4) school construction sites. The checks shall include at a minimum checks of the State Sex Offender and Public Protection Registration Program, the State Sexually Violent Predator Registration Program, and the National Sex Offender Registry ("the Registries"). For Provider's convenience only, all of the required registry checks may be completed at no cost by accessing the United States Department of Justice Sex Offender Public Website at http://www.nsopw.gov/. Provider shall provide certification on the Sexual Offender Registry Check Certification Form that the registry checks were conducted on each of its contractual personnel providing services or delivering goods under this Contract within thirty (30) days of Provider's execution of the Contract and prior to performing any services on School System property. In addition, Provider agrees to conduct the registry checks and provide a supplemental certification form before any additional contractual personnel are used to provide services pursuant to this Contract. Provider further agrees to conduct annual registry checks of all contractual personnel and provide annual certifications at each anniversary date of this Contract. Provider shall not assign any individual to provide services pursuant to this Contract if said individual appears on any of the listed registries. Provider agrees that it will maintain all records and documents necessary to demonstrate that it has conducted a thorough check of the registries as to each contractual personnel, and agrees to provide such records and documents to the School System upon request. If requested by the School System, the Provider shall provide sufficient background information regarding any or all contractual personnel who may perform services under this contract in order to allow the School System to perform a criminal background check on each individual at the School System's expense. The School System reserves the right to prohibit any contractual personnel of Provider from providing services under this Contract if the School System determines, in its sole discretion, that such contractual personnel may pose a threat to the safety or well-being of students, school personnel or others, or if such contractual personnel may otherwise pose a risk to the School System's operations. Failure to comply with the terms of this provision shall be deemed a material breach of the Contract.

13. Indemnification. Provider shall indemnify and hold harmless the School System and its agents and employees from and against all claims, actions, demands, costs, damages, losses, and/or expenses of any kind whatsoever proximately resulting directly from negligence by Provider or its agents and/or

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employees, including but not limited to court costs and attorney's fees, incurred in connection with the defense of said matters. The Parties agree that this indemnification clause is an "evidence of indebtedness" for purpose of N. C. Gen. Stat. § 6-21.2.

14. Relationship of Parties. Provider shall be an independent contractor of the School System, and nothing herein shall be construed as creating a partnership or joint venture; nor shall any employee of Provider be construed as an employee, agent, or principal of the School System.

15. Compliance with Applicable Laws. Provider shall comply with all applicable laws and regulations in providing services under this Contract. In particular, Provider shall not employ any individuals to provide services to the School System who are not authorized by federal law to work in the United States. Provider represents and warrants that it is aware of and in compliance with the Immigration Reform and Control Act and North Carolina law (Article 2 of Chapter 64 of the North Carolina General Statutes) requiring use of the E-Verify system for employers who employ twenty-five (25) or more employees and that it is and will remain in compliance with these laws at all times while providing services pursuant to this Contract. Provider shall also ensure that any of its subcontractors (of any tier) will remain in compliance with these laws at all times while providing subcontracted services in connection with this Contract. Provider is responsible for the Affordable Care Act and accompanying IRS and Treasury Department regulations for Provider's employees.

16. Restricted Companies List. Provider represents that as of the date of this Contract, Provider is not included on the Final Divestment List created by the North Carolina State Treasurer pursuant to N.C. Gen. Stat. § 147-86.58. Provider also represents that as of the date of this Contract, Provider is not included on the list of restricted companies determined to be engaged in a boycott of Israel created by the North Carolina State Treasurer pursuant to N.C. Gen. Stat. § 147-86.81.

17. Anti-Nepotism. Unless disclosed to the School System in writing prior to the Board's approval and execution of the Contract, Provider warrants that, to the best of its knowledge and in the exercise of due diligence, none of its corporate officers, directors, or trustees and none of its employees who will directly provide services under this Contract are immediate family members of any member of the Chapel Hill-Carrboro City Schools Board of Education or of any principal or central office staff administrator employed by the School System. For purposes of this provision, "immediate family" means spouse, parent, child, brother, sister, grandparent, or grandchild, and includes step, half, and in-law relationships. Should Provider become aware of any family relationship covered by this provision or should such a family relationship arise at any time during the term of this Contract, Provider shall immediately disclose the family relationship in writing to the Superintendent. Unless disclosed prior to the execution of the Contract or formally waived by the Chapel Hill-Carrboro City Schools Board of Education at a Board meeting, the existence of a family relationship covered by this Contract is grounds for immediate termination by the School System without further financial liability to Provider.

18. Gift Prohibition. Provider acknowledges that it is subject to N.C.G.S. §§ 14-234 and 133-32, which prohibit providers from providing items of value to School System officials and employees under various circumstances. N.C.G.S. § 14-234, in pertinent part, prohibits providers from providing to specific School System officers/employees a gift, favor, reward, service, or promise of reward in exchange for recommending influencing or attempting to influence the award of a contract. N.C.G.S. § 133-32, in pertinent part, bars provision of gifts or favors to specific School System officers/employees by a contractor who has a contract, has performed under a contract in the last year, or anticipates bidding on a contract in the future. Provider covenants that no director, employee or agent of Provider, or any other person connected with Provider, has made, offered or given, either directly or indirectly, to any School System Board member, employee, or agent, or to any person connected with the School System, any gift, favor, or item of value in violation of either N.C.G.S. §§ 14-234 or 133-32. Provider agrees that a breach of this provision as identified by the School System may result in the School System's termination of this Contract without liability and/or at the School System's discretion, the recovery of any and all funds paid to Provider pursuant to this Contract. Provider further agrees that to the extent there exists any doubt as to whether its actions have violated, or could violate, this provision, Provider will promptly notify the School System so it can make a determination as to the propriety of the Provider's past or proposed future conduct.

19. Applicable School Board of Education Policies. Provider acknowledges that the Chapel Hill-Carrboro City Schools Board of Education has adopted policies governing conduct on School System property and

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agrees to abide by any and all relevant Board policies while on School System property. The Provider acknowledges that Board's policies are available on the School System's website.

20. Assignment. Provider shall not assign, subcontract, or otherwise transfer any interest in this Contract without the prior written approval of the School System.

21. Contract Modifications. This Contract may be amended only by written amendments duly executed by and between the School System and Provider.

22. North Carolina Law. North Carolina law will govern the interpretation and construction of the Contract.

23. Order of Precedence. The Parties do hereby agree that in the event of conflict between the terms and conditions of this Contract and the terms and conditions in an agreement entered into between the Parties at the same time as or prior to this Contract, the terms and conditions of this Contract shall prevail.

24. Entire Agreement. This Contract, including the purchase order, if any, used in connection herewith and any other document(s) expressly incorporated by reference as a part of this Contract, constitutes and expresses the entire agreement and understanding between the Parties concerning its subject matter. This Contract supersedes all prior and contemporaneous discussions, promises, representations, agreements and understandings relative to the subject matter of this Contract. To the extent there may be any conflict between the four corners of this Contract and other documents incorporated by reference herein, the terms of this Contract will control.

25. Attached Exhibits. The following documents, if any, are attached as Exhibits to this Contract and incorporated by reference herein:

    Exhibit A: Proposal Prepared for Chapel Hill-Carrboro City School District

    Exhibit B: Sexual Offender Registry Check Certification Form

    If there is any conflict between the terms of this document and the terms of the Exhibits, the terms of this Contract shall control.

26. Severability. If any provision of this Contract shall be declared invalid or unenforceable, the remainder of the Contract shall continue in full force and effect.

27. Counterparts and Execution. This Contract may be executed in any number of counterparts, each of which will be deemed an original but all of which together will constitute one and the same instrument. The Parties agree that computer scanned and/or faxed signatures or copies of this Contract will have the same validity and force as an "original".

28. Authority to Enter Contract. The person(s) executing this Contract on behalf of Provider have authority to do so as an official, binding act of Provider.

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SIGNATURE PAGE FOLLOWS

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IN WITNESS WHEREOF, the Parties have hereunto set their hands and seals the day and year first indicated above.

CHAPEL HILL-CARRBORO CITY SCHOOLS

Riza Jenkins
Board of Education Chair

AVID CENTER

Signed by:
Seksit Mltub
552C9D1F9333...
Authorized Signature

This instrument has been pre-audited in the manner required by the School Budget and Fiscal Control Act.

Digitally signed by Michael Eshleman
Date: 2026.08.07 13:29:09 -04'00'

School System Finance Officer Date

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Exhibit A

AVID Center

Products and Services Quote/Order

Quote/Order #: Q-94204
Client: Chapel Hill-Carrboro City Schools
Address: 750 S Merritt Mill Rd
Chapel Hill, NC 27516

Contact AVID Center
Phone: 1-833-AVID-CARE (1-833-284-3227)
Email: contracts@avid.org

Effective Date: July 01, 2026

Expiration Date: June 30, 2027

C & L McDougle Elem School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	$3,725.00	$3,725.00
1	AVID Weekly Elementary	$750.00	$0.00
1	Elementary Starter Package	$1,399.00	$1,399.00
1	Elementary Digital Library - 4 Licenses - Yearly	$899.00	$0.00
1	AVID STEM Connections	$750.00	$0.00
1	Welcome Kit - Elementary	$0.00	$0.00
4	AVID Summer Institute	$1,199.00	$4,796.00
		C & L McDougle Elem School SUBTOTAL:	**$9,920.00**

McDougle Middle School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	$4,435.00	$4,435.00
1	AVID EXCEL Benefit Package	$1,175.00	$1,175.00
		McDougle Middle School SUBTOTAL:	**$5,610.00**

Carrboro Elementary School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	$3,725.00	$3,725.00
1	AVID Weekly Elementary	$750.00	$0.00
1	Elementary Starter Package	$1,399.00	$1,399.00
1	Elementary Digital Library - 4 Licenses - Yearly	$899.00	$0.00
1	AVID STEM Connections	$750.00	$0.00
1	Welcome Kit - Elementary	$0.00	$0.00
4	AVID Summer Institute	$1,199.00	$4,796.00

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Carrboro Elementary School SUBTOTAL:	**$9,920.00**

Carrboro High School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	$4,435.00	$4,435.00
		Carrboro High School SUBTOTAL:	**$4,435.00**

Chapel Hill High School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	$4,435.00	$4,435.00
		Chapel Hill High School SUBTOTAL:	**$4,435.00**

East Chapel Hill High School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	$4,435.00	$4,435.00
		East Chapel Hill High School SUBTOTAL:	**$4,435.00**

Elizabeth Seawell Elem School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	$3,725.00	$3,725.00
1	AVID Weekly Elementary	$750.00	$0.00
1	Elementary Starter Package	$1,399.00	$1,399.00
1	Elementary Digital Library - 4 Licenses - Yearly	$899.00	$0.00
1	AVID STEM Connections	$750.00	$0.00
1	Welcome Kit - Elementary	$0.00	$0.00
4	AVID Summer Institute	$1,199.00	$4,796.00
		Elizabeth Seawell Elem School SUBTOTAL:	**$9,920.00**

Ephesus Road Elementary School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	$3,725.00	$3,725.00
1	AVID Weekly Elementary	$750.00	$0.00
1	Elementary Starter Package	$1,399.00	$1,399.00
1	Elementary Digital Library - 4 Licenses - Yearly	$899.00	$0.00
1	AVID STEM Connections	$750.00	$0.00
1	Welcome Kit - Elementary	$0.00	$0.00

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4	AVID Summer Institute	$1,199.00	$4,796.00
		Ephesus Road Elementary School SUBTOTAL:	**$9,920.00**

Estes Hills Elementary School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	$3,725.00	$3,725.00
1	AVID Weekly Elementary	$750.00	$0.00
1	Elementary Starter Package	$1,399.00	$1,399.00
1	Elementary Digital Library - 4 Licenses - Yearly	$899.00	$0.00
1	AVID STEM Connections	$750.00	$0.00
1	Welcome Kit - Elementary	$0.00	$0.00
4	AVID Summer Institute	$1,199.00	$4,796.00
		Estes Hills Elementary School SUBTOTAL:	**$9,920.00**

Frank P Graham Elem School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	$3,725.00	$3,725.00
1	AVID Weekly Elementary	$750.00	$0.00
1	Elementary Starter Package	$1,399.00	$1,399.00
1	Elementary Digital Library - 4 Licenses - Yearly	$899.00	$0.00
1	AVID STEM Connections	$750.00	$0.00
1	Welcome Kit - Elementary	$0.00	$0.00
4	AVID Summer Institute	$1,199.00	$4,796.00
		Frank P Graham Elem School SUBTOTAL:	**$9,920.00**

Glenwood Elementary School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	$3,725.00	$3,725.00
1	AVID Weekly Elementary	$750.00	$0.00
1	Elementary Starter Package	$1,399.00	$1,399.00
1	Elementary Digital Library - 4 Licenses - Yearly	$899.00	$0.00
1	AVID STEM Connections	$750.00	$0.00
1	Welcome Kit - Elementary	$0.00	$0.00
4	AVID Summer Institute	$1,199.00	$4,796.00
		Glenwood Elementary School SUBTOTAL:	**$9,920.00**

Culbreth Middle School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE

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1	AVID Membership Fees Secondary	$4,435.00	$4,435.00
1	AVID EXCEL Benefit Package	$1,175.00	$1,175.00
		Culbreth Middle School SUBTOTAL:	**$5,610.00**

Phillips Middle School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	$4,435.00	$4,435.00
		Phillips Middle School SUBTOTAL:	**$4,435.00**

Mary Scroggs Elementary School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	$3,725.00	$3,725.00
1	AVID Weekly Elementary	$750.00	$0.00
1	Elementary Starter Package	$1,399.00	$1,399.00
1	Elementary Digital Library - 4 Licenses - Yearly	$899.00	$0.00
1	AVID STEM Connections	$750.00	$0.00
1	Welcome Kit - Elementary	$0.00	$0.00
4	AVID Summer Institute	$1,199.00	$4,796.00
		Mary Scroggs Elementary School SUBTOTAL:	**$9,920.00**

Mel & Zora Rashkis Elem School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	$3,725.00	$3,725.00
1	AVID Weekly Elementary	$750.00	$0.00
1	Elementary Starter Package	$1,399.00	$1,399.00
1	Elementary Digital Library - 4 Licenses - Yearly	$899.00	$0.00
1	AVID STEM Connections	$750.00	$0.00
1	Welcome Kit - Elementary	$0.00	$0.00
4	AVID Summer Institute	$1,199.00	$4,796.00
		Mel & Zora Rashkis Elem School SUBTOTAL:	**$9,920.00**

Morris Grove Elementary School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	$3,725.00	$3,725.00
1	AVID Weekly Elementary	$750.00	$0.00
1	Elementary Starter Package	$1,399.00	$1,399.00
1	Elementary Digital Library - 4 Licenses - Yearly	$899.00	$0.00
1	AVID STEM Connections	$750.00	$0.00

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1	Welcome Kit - Elementary	$0.00	$0.00
4	AVID Summer Institute	$1,199.00	$4,796.00
		Morris Grove Elementary School SUBTOTAL:	**$9,920.00**

Northside Elementary School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	$3,725.00	$3,725.00
1	AVID Weekly Elementary	$750.00	$0.00
		Northside Elementary School SUBTOTAL:	**$3,725.00**

Smith Middle School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	$4,435.00	$4,435.00
		Smith Middle School SUBTOTAL:	**$4,435.00**

TOTAL: $136,320.00

plus all applicable taxes

Additional Comments:

N/A

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This AVID Center Products and Services Quote/Order is a Subsequent Quote/Order as defined in the General Terms and Conditions previously agreed to by AVID Center and the "Client" identified above ("Ts&Cs"). This Quote/Order and any exhibits or attachments hereto, together with the Ts&Cs (including the definitions of terms set forth at https://www.avid.org/Page/3290 or another location on AVID Center's website designated by AVID Center), supersedes all previous Quote/Orders and constitutes a binding agreement between AVID Center and Client with respect to the AVID Products and Services specified above. Certain AVID Products and Services may be cancelled by Client as set forth in AVID Center's Rest Assured Policy at https://www.avid.org/rest-assured-policy.

AVID Center is committed to assisting Client with a successful implementation. Additional information regarding professional learning registrations is listed below:

- Newly implementing AVID sites are best supported by a core site team of educators – at least 8 for AVID Secondary or 4 for AVID Elementary. In the initial year of implementation, Client agrees to enroll participants into AVID Summer Institute ("SI") equal to the minimum core site team described herein, unless AVID Center agrees otherwise on this Quote/Order. If other professional learning events are taken instead of SI, prices will be adjusted accordingly upon completion of the training event.
- For each existing site in year 2 and beyond of AVID implementation, Client agrees to enroll one (1) participant into AVID Ignite, unless Client notifies otherwise. If a participant is not enrolled or a registrant does not attend, Client will receive a voucher to be used for AVID Ignite in the following summer after payment has been received.

Client will be invoiced for the greater of the number of participants from a site registered for the event or committed to on this Quote/Order. No payment is due at the time of execution of this Quote/Order, notwithstanding anything to the contrary in the General Terms and Conditions. At the time of invoicing, AVID Center will verify registration fees for each site listed on this Quote/Order and any registrations which have been previously paid will be removed from the invoice. Payment will be due within thirty (30) days following receipt of AVID Center's invoice related to this Quote/Order. Each party has caused this Quote/Order to be signed by its duly authorized representative. The terms of this Quote/Order will control in the event of a conflict with any terms or conditions set forth in any purchase order or other document or communication from Client and any such terms and conditions are hereby rejected by AVID Center and of no effect.

AVID Center, a California Non-Profit Corporation 501(c)(3)		Chapel Hill-Carrboro City Schools	
Sign:	Signed by: Seksit Niltub 552C6D1F933340C...	Sign:	Signed by: kate kennedy C7D2C9F212D7428...
Print Name:	Seksit Niltub	Print Name:	Kate Kennedy
Title:	Controller	Title:	Director of Advanced Learning
Date:	6/22/2026 | 8:16 AM PDT	Date:	6/18/2026 | 3:29 AM PDT
Email:	contracts@avid.org	Email:	kkennedy@chccs.k12.nc.us

AVID Center
5187 College Ave., Ste. 163
San Diego, CA 92115
Employer ID # 33-0522594

Docusign Envelope ID: CDA3BACB-3AF4-85B3-8022-F681583830C9

Exhibit B

Sexual Offender Registry Check Certification Form

PLEASE SUBMIT THIS FORM TO YOUR SCHOOL SYSTEM'S REPRESENTATIVE

Project Name: Year Professional Development and Membership Contract: 2026–2027

Check the appropriate box to indicate the type of check:

☒Initial ☐Supplemental ☐Annual

I, Eduardo Mogollan (Name), Manager, People Operations (Title), of AVID Center, hereby certify that I have performed all of the required sexual offender registry checks required under this Contract for all contractual personnel (employees, agents, ownership personnel, or contractors) who may be used to deliver goods or provide services under this Contract, including the North Carolina Sex Offender and Public Protection Registration Program, the North Carolina Sexually Violent Predator Registration Program, and the National Sex Offender Registry (Note: all of the required registry checks may be completed at no cost by accessing the United States Department of Justice Sex Offender Public Website at http://www.nsopw.gov/). I further certify that none of the individuals listed below appears on any of the above-named registries and that I will not assign any individual to deliver goods or perform services under this Contract if said individual appears on any of the sex offender registries. I agree to maintain all records and documents associated with these registry checks, and that I will provide such records and documents to the School System upon request. I specifically acknowledge that the School System retains the right to audit these records to ensure compliance with this section at any time in the School System's sole discretion. I acknowledge that I am required to perform these checks and provide this certification form before any work is performed under the Contract (initial check), any time additional contractual personnel may perform work under the Contract (supplemental check), and at each anniversary date of the Contract (annual check).

#	Contractual Personnel Names	Job Title
1.	Travis Beverly	Implementation Strategist
2.	William Hennessee	Implementation Strategist
3.		
4.		
5.		
6.		
7.		
8.		

(attach additional pages if needed)

I attest that the forgoing information is true and accurate to the best of my knowledge.

Eduardo Mogollan (print name)

Signed by: Eduardo Mogollan D83F2D852FBC4D8... (signature / date)