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

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

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); and approval of closed session minutes.

3. **Return to Open Session**
   a. Introduction of Administrative Appointments
   b. NCCAT 2027 Burroughs Wellcome Fund NC Career and Technical Education Teacher of the Year, Clare Matusevich, Chapel Hill High School

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. Those wishing to contact the Board in writing may send written comments to allboardmembers@chccs.k12.nc.us.
   c. For more information about submitting written comments, please visit our website at www.chccs.org.

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

   b. Recommendation for Approval Board of Education Meeting Minutes
   Seeking CHCCS Board of Education Approval of the previous Board of Education Meeting Minutes
   - 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. 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
- FY 2026 Budget Resolution.pdf

b. 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.

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

a. 2025-26 District Accountability and Strategic Plan Progress Update

b. 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

**8. Sharing**

**9. 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).

**10. 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: September 17, 2026
Agenda Type: Consent

**Subject:** Recommendation for Approval of the Personnel Report for September 17, 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 September 17, 2026

**RESOLUTION:** Seeking the CHCCS Board of Education Approval of the Personnel Report for September 17, 2026, as outlined above and detailed in this submission.

# Board of Education Agenda Abstract

Meeting Date: September 17, 2026
Agenda Type: Consent

**Subject:** Recommendation for Approval 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):**
09.03.26 BoE WS 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**
**Work Session**
**09/03/2026 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 6:02 p.m.

a. Approval of the Agenda
Vickie Feaster Fornville moved to approve the agenda. Meredith Ballew seconded the motion. The motion carried unanimously.

b. Motion to Move into Closed Session
Barbara Fedders moved to enter closed session for the purposes stated on the agenda. Vickie Feaster Fornville seconded the motion. The motion carried unanimously.

## 2. Closed Session

The Board met in closed session for the purposes stated in the motion.

## 3. Return to Open Session

The Board returned to open session at 7:03 p.m.

Barbara Fedders moved to amend the agenda to add Item 6C, consideration of the district joining multidistrict litigation against social media companies. George Griffin seconded the motion. The motion carried unanimously.

## 4. Public Comments

The Board heard public comments from the following community members regarding various topics.

| Name | CHCCS Affiliation | Topic |
|---|---|---|
| Rod Mullen | Parent | Mandarin pathways |
| Calvin Cheung-Miaw | Parent | Mandarin World Language pathway |
| Kevin Argabright | Parent | Policy code 4700 |
| Jo Wyrick | Parent | Transportation |

**5. Consent Agenda**

Meredith Ballew moved to approve the consent agenda as amended. Vickie Feaster Fornville seconded the motion. The motion carried unanimously.

5a. Recommendation for Approval of the Personnel Report for September 3, 2026 Seeking CHCCS Board of Education Approval of the Personnel Report for September 3, 2026

- CHCCS Personnel Reports - September 3, 2026 - PUBLIC.pdf

5b. Recommendation for Approval of Board of Education Meeting Minutes

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

- June 4 2026 Board of Education Meeting Minutes.docx.pdf

5c. Recommendation for Approval upon First Reading of minor changes to Policy Code 4700: Student Records.

Seeking CHCCS Board of Education Approval of First Reading of minor changes to Policy Code 4700: Student Records.

- (MarkUp) Policy Code 4700_Student Records.pdf
- (Existing) Policy Code 4700_Student Records.pdf
- (Clean) Policy Code 4700_Student Records.pdf

5d. Recommendation for Approval of First Reading of Policy 7130: Licensure

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

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

5e. Recommendation for Approval of Second Reading of Policy Code 2340: Parliamentary Procedures.

Seeking CHCCS Board of Education Approval of Second Reading of Policy Code 2340: Parliamentary Procedures.

- (Existing) Policy Code_2340 Parliamentary Procedures.pdf
- (Clean) Policy Code_ 2340 Parliamentary Procedures.pdf
- Marked Up Abstract for policy_ 2340 Parliamentary Procedures.pdf

5f. Recommendation for Approval of Repeal of Policy Code: 3431 Conflict Resolution

Seeking CHCCS Board of Education Approval of Repeal of Policy Code: 3431 Conflict Resolution

5g. Recommendation for Approval of a Contract for District-wide E-Rate Funded Switch Equipment and Switch Management Licensing Services

Seeking CHCCS Board of Education approval of a $493,318.58 contract with NWN Corporation to purchase E-Rate-funded network equipment and associated licensing.

- CHCCS - FY26 C2 Letter of intent - NWN[38][17].docx.pdf
- CHAPEL_HILL-CARRBORO_CITY_DIST_Funding_Commitment_Decision Letter-Cat 2.pdf
- 21530972-USAC_FCC_FORM_471_APPLICATION_261033615_CERTIFIED.pdf
- 259808_CHCCS_Erate FY26_R 3_3.23.26.pdf

5h. Recommendation for Approval of 2026-27 Microsoft Enterprise Licensing Agreement Renewal

Seeking CHCCS Board of Education approval of the 2026-27 Softchoice Microsoft Enterprise Licensing Agreement and additional cloud storage in a total amount not to exceed $115,000.

- Chapel Hill-Carrboro City School System - Q-2815991 - Softchoice Quote - - 06-11-2026 - 1.pdf
- IFB_40-IT00107-17_200219-008_Renewal_AMD_8_3.19.25 FE.pdf

5i. Recommendation for Approval of Awarding a Contract to NC State University ITRE/SchoolCAMP for the 2027-28 School Year Elementary Boundary Planning Process

Seeking CHCCS Board of Education approval of a contract to NC State University ITRE/SchoolCAMP, in the amount of $125,000, for Demographic Analysis and Consulting Services associated with the 2027–28 School Year Elementary Boundary Planning Process.

- CHCCS 2026-27 Contract_NCSU (ITRE).pdf
- SchoolCAMP Proposal_CHCCS-TechnicalAssist_Boundaries.docx.pdf
- SchoolCAMP - References and Clients.pdf

5j. Recommendation for Approval of Second Reading of Policy Code 3101: Options to Earn Course Credits for Graduation

Seeking CHCCS Board of Education Approval of Second Reading of Policy Code 3101: Options to Earn Course Credits for Graduation

- (Existing) Policy Code_ 3101 Options to Earn Course Credits for Graduation.docx.pdf
- (Clean) Policy Code_ 3101 Options to Earn Course Credits for Graduation.docx.pdf
- (Mark Up) Policy Code_ 3101 Options to Earn Course Credits for Graduation.docx.pdf

5k. Recommendation for Approval of Certificate of Adequate Public Schools (CAPS) #0154

Seeking CHCCS Board of Education Approval of CAPS #0154 to Thomas & Hutton for the Carraway Residential Phase III project at 115 Chapel Point Road, Chapel Hill, NC 27516.

- CAPS #0154.docx.pdf
- CAPS #0154 Growth Generator.pdf

5l. Recommendation for Approval of Certificate of Adequate Public Schools (CAPS) #0155

Seeking CHCCS Board of Education Approval of CAPS #0155 to Jim Spencer, with Jim Spencer Architects, PA for the Mitchell Condos project at 400 North Greensboro Street, Carrboro, NC 27510.

- CAPS #0155.docx.pdf
- CAPS #0155 Growth Generator.pdf

5m. Recommendation for Approval of StudySync and Actively Learn purchase for the 2026-27 school year

Seeking CHCCS Board of Education approval of continued contract/purchase and implementation of StudySync as the core curricular resource for secondary ELA grades 6–10

- BoE Abstract StudySync for Renewal - June 2026.pdf
- Quote McGraw Hill StudySync.pdf Quote McGraw
- Hill Actively Learn.pdf
- 22_23 Sole Source Letter_StudySync (McGraw-Hill).pdf
- 2026-2027 Purchase Approval McGraw Hill StydySync (Signed).pdf
- 2026-2027 McGraw Hill Actively Learn.docx.pdf
- 6-10 StudySync - Digital Resource Overview.pdf
- 6-12 Actively Learn - Digital Resource Overview.pdf

5n. Recommendation for Approval of Contract with Curriculum Associates (ELLevation)
Seeking CHCCS Board of Education approval of the contract with Curriculum Associates, formerly ELLevation.

- BoE CA Abstract - 26-27 Curriculum Associates Ellevation .pdf 2026-2027
- Contract Approval Curriculum Associates Ellevation (Fully Signed).pdf 2026-
- 2027 Contract_Curriculum Associates Ellevation pre-audited (Signed).pdf Quote
- Curriculum Associates Ellevation 2026-2027.pdf Chapel Hill_Ellevation Sole
- Source Letter.pdf

5o. Recommendation for Approval of Contract for the 2026-2027 CHCCS Drivers Education Services
Seeking CHCCS Board of Education Approval of the Contract for 2026-2027 CHCCS Drivers Education Services

- 2025 2026 Contract Approval Jordan Driving School (Signed).pdf
- 2025_RFP_Drivers_Education_Services Final.docx (1).pdf
- 2025-2026 Jordan Driving School Contract pre-audited (half
- signed).pdf Jordan Driving School CHCCS Proposal.pdf

## 6. Discussion and Action (if needed)

6a. Recommendation for Approval of First Reading for Policy Code: 3460 Graduation Requirements
Seeking Board of Education Approval of First Reading for Policy Code: 3460 Graduation Requirements

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

Alicia Curtis and Rebecca Atkins presented revisions aligning the policy with the high school block schedule, state graduation requirements, course-load expectations, and special circumstances. They explained that the detailed state graduation tables were removed because local boards could not add requirements beyond the state standards and the state requirements could change. The Board requested clearer wording regarding six courses and study periods and asked staff to make graduation requirements easier to locate on the school counseling website.

Barbara Fedders moved to approve the first reading of Policy Code 3460 with the minor clarification discussed. Meredith Ballew seconded the motion. The motion carried unanimously.

6b. Approval of Draft Timeline and Application Process to Fill Board Vacancy
Seeking CHCCS Board of Education approval of the draft timeline and application to fill the board vacancy

- DRAFT CHCCS BoE Vacancy Application.pdf

Chair Jenkins presented a draft timeline and application process under Policies 2110 and 2115. The Board retained the September 4-14 application period, with applications due at noon on September 14.

The Board amended the proposed schedule to hold September 23 and 24 for a possible special called meeting to review applications and conduct interviews, if needed. The selection of a

replacement Board member was moved to October 1, with the swearing-in date to be determined. The Board noted that submitted applications would be public records.

Barbara Fedders moved to approve the application and timeline as amended. George Griffin seconded the motion. The motion carried unanimously.

6c. **Multidistrict Social Media Litigation**

Board attorney Eva DuBuisson summarized the nationwide litigation involving Meta, Snap, TikTok, and Google. She explained that participating school systems sought damages and injunctive relief related to alleged effects of social media platforms on students and schools. Counsel would serve under contingency agreements, and attorney fees would be payable only if the district received a settlement or judgment.

Meredith Ballew moved to approve joining the multidistrict social media litigation and to authorize execution of the retainer agreement. George Griffin seconded the motion. The motion carried unanimously.

6d. **Policy Code 4700 Student Records**

The Board discussed the legal requirement to provide specified student directory information to military recruiters and the right of parents or eligible students to opt out. Counsel explained that federal law required notice of the opt-out right and that a written request created a record that could be tracked. The Board clarified that no specific form was required and that an email or other written notice was sufficient.

Vickie Feaster Fornville moved to approve the first reading of the minor changes to Policy Code 4700. Meredith Ballew seconded the motion. The motion carried unanimously.

## 7. Work Session Items

## 8. Superintendent's Report | Information Item

8a. Update on the Board of Education's FY 2026-27 Budget Adoption

Not applicable, as this item is presented to the Board of Education as a Superintendent's Report item and does not require Board action.

- Update_on_the_Board_of_Education_s_FY_2026-27_Budget_Adoption.pdf

Chief Financial Officer Jonathan Scott reported that the proposed budget was ready to return for adoption. The revenue budget used projected enrollment of 10,741, a decrease of 277 students. State actions increased salaries, bonuses, retirement contributions, health insurance, and other costs.

The local continuation need was approximately $5.6 million, including about $1 million in one-time bonuses. Additional revenue, central-office reductions, and changes to the high school allotment formula reduced the remaining gap to approximately $250,000, which staff expected to cover with available prior-year surpluses.

The projected June 30 fund balance was approximately $6 million, including about $4.2 million unassigned and reserved. The Orange County appropriation increase from 3 percent to 5.5 percent provided approximately $1 million more than the county manager's initial recommendation.

8b. Transportation Update

- Transportation Update 9.3.26.pptx (2).pdf

Dr. Rodney Trice and Operations staff apologized for the transportation disruptions and reported that some students had been omitted or incorrectly coded when data moved between Infinite Campus and TIMS. Staff was routing affected students individually, reconciling school spreadsheets and the district alpha list, correcting unmatched addresses, and working with NCDPI and NC State routing specialists. Staff also acknowledged that notice about walk-zone changes had been incomplete or late.

The administration planned to move the annual routing process to March and April, release routes after the school year, add a second TIMS coordinator, provide dedicated routing time, and continue the internal review of transportation operations, data, communication, school processes, leadership, and handoffs. The Board discussed earlier validation, temporary staffing, frequent public reporting, flexibility for students whose attendance or assignments were affected, a possible external audit, and transportation planning for redistricting.

**Board Direction and Action Items:**

- Administration was to provide weekly transportation updates to the Board and the public until outstanding requests were resolved.
- Staff was to ensure that students affected by transportation failures were not penalized for related tardiness, absences, or missed assignments.
- Operations staff was to respond to the Board's question about how the 1.5-mile walk-zone measurement applied within large or interconnected neighborhoods and where safety conditions required transportation.
- The Board was to revisit the need for an external transportation audit after receiving additional findings and updates.
- Administration was to keep the Board informed about transportation planning associated with the upcoming redistricting process.

**9. Committee Reports | Sharing**

Committee and liaison updates were provided.

**10. Closed Session (if needed)**

A second closed session was not held.

**11. Adjourn**

There being no further business, Chair Jenkins adjourned the meeting at 9:02 p.m.

# Board of Education Agenda Abstract

Meeting Date: September 17, 2026
Agenda Type: Consent

**Subject:** Recommendation for Approval of Second 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 Policy 7130
Mark Up Policy 7130
Clean Policy 7130

**PURPOSE:**
To secure approval from the Board of Education for revisions to policy 7130: Licensure. Proposed revisions reflect changes adopted by the North Carolina School Boards Association (NCSBA).

**BACKGROUND:**

This CHCCS policy was last revised on June 18, 2025; NCSBA revisions reflect updates released on March 31, 2026. The State Board of Education recently adopted changes for licensure policies in order to compartmentalize topics for clarity and access. The State Board of Education recently published the updated policies for public access, however the policies were approved on March 6, 2026, and effective on July 1, 2026.

**PROPOSED CHANGES:**

- Policy 7130, Section B, subsection 6, Service Members and their Spouses Relocating to North Carolina
    - Update of licensure policy number LICN-028 to reflect newly adopted numbering system

- Policy 7130, Legal References
    - Addition of citations for NC Administrative Codes for 16.N.C.A.C.6C.0301-.0308, .0313, .0336-.0338, -.0340-.0344, .0346, .0349, .0350, .0360-.0604, in alignment with legal references of NCSBA policy
    - Update of licensure policy numbers LICN-010 through 020, 023-028, 030-033 in alignment with recently adopted changes for State Board of Education Policies

**FINANCIAL IMPACT:**
None

**PERSONNEL IMPACT:**
None

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

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

# Policy Code: 7130 Licensure

The board intends to comply fully with all licensure requirements of the Elementary and Secondary Education Act, state law, and State Board of Education policies.

A. **Licensure and Other Qualification Requirements**
   1. Except as otherwise permitted by the State Board of Education or state law, a person employed in a professional educator position must hold at all times a valid North Carolina professional educator's license appropriate to his or her position.
   2. To the extent possible, all professional teaching assignments will be in the area of the professional employee's license except as may be otherwise allowed by state and federal law and State Board policy.
   3. The board may employ candidates entering the teaching profession from other fields who hold a residency license or an emergency license.
   4. In extenuating circumstances when no other appropriately licensed professionals or persons who are eligible for a residency license or emergency license are available to fill a position, the board may employ an individual who holds a permit to teach issued by the State Board of Education.

B. **Exceptions to Licensure Requirements**
   1. Adjunct CTE Instructors

      An unlicensed individual who meets the adjunct hiring criteria established by the State Board of Education for a specific career and technical education (CTE) career cluster may be employed as an adjunct CTE instructor for up to 10 hours per week, provided the individual first completes preservice training and meets all other statutory requirements for serving as an adjunct instructor established by G.S. 115C-157.1.

   2. Adjunct Instructors in Core Academic Subjects, Fine and Performing Arts, and Foreign Languages

      In accordance with G.S. 115C-298.5, an unlicensed faculty member of a higher education institution who meets the adjunct hiring criteria established by the State Board of Education may be employed as a temporary adjunct instructor for specific core academic subjects, fine and performing arts, and foreign language courses in grades kindergarten through twelve provided the individual first completes preservice training and meets all other statutory and State Board of Education requirements.

In addition, an individual with a related bachelor's or graduate degree may be employed as a temporary adjunct instructor to teach high-school level courses in core academic subjects, fine and performing arts, and foreign language in the individual's area of specialized knowledge or work experience provided the individual first completes preservice training required under G.S. 115C-298.5(a1).

3. Interim Principals

   A retired former principal or assistant principal may be employed as an interim principal for the remainder of any school year, regardless of licensure status.

4. Cherokee Language and Culture Instructors

   An individual approved to teach in accordance with an MOU entered into pursuant to G.S. 115C-270.21 will be authorized to teach Cherokee language and culture classes without a license.

5. Driver Education Instructors

   An individual, not licensed in driver education, is authorized to work as a driver education instructor if the individual holds Certified Driver Training Instructor status according to minimum standards established by State Board of Education Policy DRIV-003.

6. Service Members and their Spouses Relocating to North Carolina

   A service member or the spouse of a service member who is under military orders to relocate to North Carolina, is in possession of a current educator's license from another jurisdiction, and meets any other conditions established by 50 U.S.C. 4025a or State Board of Education Policy LICN-001 will be considered to hold a valid North Carolina educator's license until the military orders expire or June 30th of the year in which the military orders expire, whichever is later.

C. **Beginning Teacher Support Program**

The superintendent or designee shall develop a plan and a comprehensive program for beginning teacher support. The plan must be approved by the board and the Department of Public Instruction and kept on file for review. The plan must be aligned to the State Board of Education's beginning teacher support program

standards and, when monitored, must demonstrate proficiency. The school system will also participate in implementing a regionally-based annual peer review and support system.

Teachers with fewer than three years of teaching experience will be required to participate in the Beginning Teacher Support Program.

D. **License Conversion**

Teachers must meet all requirements of the State Board of Education in order to move from an initial professional license or residency license to a continuing professional license or to move from a continuing professional license to a lifetime license.

E. **License Renewal**

Licensure renewal is the responsibility of the individual, not of the school system. Any employee who allows a license to expire must have it reinstated prior to the beginning of the next school year. A teacher whose license has expired is subject to dismissal.

The school system may offer courses, workshops, and independent study activities to help school personnel meet license renewal requirements. Any renewal activity offered must be consistent with State Board of Education policy. In addition, the superintendent or designee shall develop a procedure to determine the appropriateness of any credit offered in advance of renewal activities.

Decisions regarding the employment of teachers who fail to meet the required proficiency standard for renewal of a continuing professional license will be made in accordance with state law G.S. 115C-270.30(b)(4) and applicable State Board of Education requirements. The superintendent or designee shall determine the professional development required of a teacher whose continuing professional license has reverted to an initial professional license and/or has expired due to performance issues. The superintendent or designee may authorize or direct principals to prescribe professional development to such employees in accordance with the employee's demonstrated deficiencies.

Although lifetime license holders do not have to complete continuing education credits to maintain licensure, the superintendent may require them to participate in professional development opportunities as a condition of employment.

## F. Reporting Misconduct

Any superintendent, associate superintendent, assistant superintendent, personnel administrator, or principal, who knows, has reason to believe, or has actual notice of a complaint that a licensed employee has engaged in misconduct that (1) would justify automatic revocation of the employee's license pursuant to G.S. 115C-270.35(b), has resulted in a criminal charge or indictment for any of the crimes listed in G.S. 115C-270.35(b), involved the infliction of physical injury against a child or student other than by accident or in self-defense, or involved any sexual contact with a child or student, and (2) resulted in termination of employment, nonrenewal of an employment contract, suspension without pay, disciplinary action, or resignation shall report the misconduct in writing to the State Board of Education within five days of the termination, nonrenewal, suspension, disciplinary action, or resignation. If the employee resigns within 30 days of a complaint for misconduct or during an ongoing investigation of a complaint, the alleged misconduct is presumed to have resulted in the resignation.

In addition, if a licensed employee is dismissed, is demoted, does not have an employment contract renewed, or resigns as the result of conduct that is not covered by the preceding paragraph but that may otherwise justify disciplinary sanctions against the employee's license under 16.N.C.A.C. 6C .0604, the superintendent or designee shall report the conduct in writing to the State Board of Education within 30 days of the dismissal, demotion, nonrenewal, or resignation.

## G. Parental Notification

At the beginning of each school year, school system officials shall notify the parents or guardians of each student attending a Title I school or participating in a Title I program of their right to request the following information about qualifications of their child's teacher: whether the teacher has met NC qualification and licensing criteria for the grade level(s) and subject area(s) in which the teacher provides instruction; whether the teacher is teaching under emergency or other provisional status through which North Carolina qualification or licensing criteria have been waived; whether the teacher is teaching in the field of discipline of his or her certification; and whether the child is provided services by a paraprofessional, and if so, the paraprofessional's qualifications.

The school system will give notice within 10 school days to the parents of children who have been assigned or, after four consecutive weeks, have been taught by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

H. **Equitable Distribution of Teachers**

The superintendent shall assess whether low-income, minority, learning disabled, and/or English learners are being taught by inexperienced, ineffective, or out-of-field teachers at higher rates than students who do not fall into these categories and shall develop a plan to address any such disparities. If DPI does not require such a plan of the LEA, the superintendent is not required to develop a plan under this subsection unless he or she determines that one is needed to address inequities within the school system.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 6301 *et seq.*; 50 U.S.C. 4025a; 34 C.F.R. 200.55-57, 200.61; G.S. 115C art. 17E; 115C-157.1, -270.15, -270.20, -270.21, -270.35, -284, -295, 298.5, -325(e)(1)(m) (applicable to career status teachers), -325.4(a)(12) (applicable to non-career status teachers), -326.20, -333, -333.1; 16 N.C.A.C. 6C .0604, .0605, .0608; State Board of Education Policies CTED-004, DRIV-003, DRIV-004, EVAL-004, EVAL-023, EVAL-034, EVAL-035, LICN-001, LICN-005, LICN-007, LICN-021, LICN-022, TCED-016; *Beginning Teacher Support Program Handbook* (NCDPI) available at https://sites.google.com/dpi.nc.gov/ncref/bt-support-program-resources

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Adopted: June 1997

Revised: January 22, 1999; December 20, 2006; June 30, 2008; September 30, 2011; March 28, 2013; March 28, 2014; September 30, 2016; April 28, 2017; September 29, 2017; September 28, 2018; March 29, 2019; September 30, 2019; September 30, 2020; March 31, 2021; September 30, 2021; September 30, 2022; October 18, 2023; March 28, 2024; September 30, 2024; March 31, 2025; June 18, 2025

# Policy Code: 7130 Licensure

The board intends to comply fully with all licensure requirements of the Elementary and Secondary Education Act, state law, and State Board of Education policies.

A. **Licensure and Other Qualification Requirements**
   1. Except as otherwise permitted by the State Board of Education or state law, a person employed in a professional educator position must hold at all times a valid North Carolina professional educator's license appropriate to his or her position.
   2. To the extent possible, all professional teaching assignments will be in the area of the professional employee's license except as may be otherwise allowed by state and federal law and State Board policy.
   3. The board may employ candidates entering the teaching profession from other fields who hold a residency license or an emergency license.
   4. In extenuating circumstances when no other appropriately licensed professionals or persons who are eligible for a residency license or emergency license are available to fill a position, the board may employ an individual who holds a permit to teach issued by the State Board of Education.

B. **Exceptions to Licensure Requirements**
   1. Adjunct CTE Instructors

      An unlicensed individual who meets the adjunct hiring criteria established by the State Board of Education for a specific career and technical education (CTE) career cluster may be employed as an adjunct CTE instructor for up to 10 hours per week, provided the individual first completes preservice training and meets all other statutory requirements for serving as an adjunct instructor established by G.S. 115C-157.1.

   2. Adjunct Instructors in Core Academic Subjects, Fine and Performing Arts, and Foreign Languages

      In accordance with G.S. 115C-298.5, an unlicensed faculty member of a higher education institution who meets the adjunct hiring criteria established by the State Board of Education may be employed as a temporary adjunct instructor for specific core academic subjects, fine and performing arts, and foreign language courses in grades kindergarten through twelve provided the individual first completes preservice training and meets all other statutory and State Board of Education requirements.

In addition, an individual with a related bachelor's or graduate degree may be employed as a temporary adjunct instructor to teach high-school level courses in core academic subjects, fine and performing arts, and foreign language in the individual's area of specialized knowledge or work experience provided the individual first completes preservice training required under G.S. 115C-298.5(a1).

3. Interim Principals

   A retired former principal or assistant principal may be employed as an interim principal for the remainder of any school year, regardless of licensure status.

4. Cherokee Language and Culture Instructors

   An individual approved to teach in accordance with an MOU entered into pursuant to G.S. 115C-270.21 will be authorized to teach Cherokee language and culture classes without a license.

5. Driver Education Instructors

   An individual, not licensed in driver education, is authorized to work as a driver education instructor if the individual holds Certified Driver Training Instructor status according to minimum standards established by State Board of Education Policy DRIV-003.

6. Service Members and their Spouses Relocating to North Carolina

   A service member or the spouse of a service member who is under military orders to relocate to North Carolina, is in possession of a current educator's license from another jurisdiction, and meets any other conditions established by 50 U.S.C. 4025a or State Board of Education Policy LICN-~~001~~028 will be considered to hold a valid North Carolina educator's license until the military orders expire or June 30th of the year in which the military orders expire, whichever is later.

C. **Beginning Teacher Support Program**

The superintendent or designee shall develop a plan and a comprehensive program for beginning teacher support. The plan must be approved by the board and the Department of Public Instruction and kept on file for review. The plan must be aligned to the State Board of Education's beginning teacher support program

standards and, when monitored, must demonstrate proficiency. The school system will also participate in implementing a regionally-based annual peer review and support system.

Teachers with fewer than three years of teaching experience will be required to participate in the Beginning Teacher Support Program.

D. **License Conversion**

Teachers must meet all requirements of the State Board of Education ~~in order~~ to do any of the following: convert a residency license to an initial professional license or a continuing professional license;move from an initial professional license ~~or residency license~~ to a continuing professional license; or ~~to~~ move from a continuing professional license to a lifetime license.

E. **License Renewal**

Licensure renewal is the responsibility of the individual, not of the school system. Any employee who allows a license to expire must have it reinstated prior to the beginning of the next school year. A teacher whose license has expired is subject to dismissal.

The school system may offer courses, workshops, and independent study activities to help school personnel meet license renewal requirements. Any renewal activity offered must be consistent with State Board of Education policy. In addition, the superintendent or designee shall develop a procedure to determine the appropriateness of any credit offered in advance of renewal activities.

Decisions regarding the employment of teachers who fail to meet the required proficiency standard for renewal of a continuing professional license will be made in accordance with state law G.S. 115C-270.30(b)(4) and applicable State Board of Education requirements. The superintendent or designee shall determine the professional development required of a teacher whose continuing professional license has reverted to an initial professional license and/or has expired due to performance issues. The superintendent or designee may authorize or direct principals to prescribe professional development to such employees in accordance with the employee's demonstrated deficiencies.

Although lifetime license holders do not have to complete continuing education credits to maintain licensure, the superintendent may require them to participate in professional development opportunities as a condition of employment.

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# Board of Education Agenda Abstract

Meeting Date: September 17, 2026
Agenda Type: Consent

**Subject:** Recommendation for Approval of Second Reading for Policy Code: 3460 Graduation Requirements

| | | | |
|---|---|---|---|
| **Division:** | ISD | **Department:** | Instructional Services Division |
| **Person Responsible:** | Alicia Curtis, Executive Director of Secondary Curriculum & Instruction, Rebecca Atkins, Director of School Counseling | **Feedback Requested From:** | Parents, Policy Committee, Principals |

**Strategic Plan Alignment:** Instructional Excellence: Preparing Students for Life

| | | |
|---|---|---|
| **Previous Work Session (Y/N):** | No | Date: |
| **Previous Discussion and Action (Y/N):** | Yes | Date: September 3, 2026 |

**Attachment(s):**
(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

**PURPOSE:**

Policy update to include mid-year graduation requirements.

**BACKGROUND:**

Policy 3460 was last revised 9/19/2024. Since then, CHCCS has transitioned to a 4x4 block schedule. The policy has not been updated to reflect midyear graduation requirements. The proposed changes are in line with NC Board of Education Policy GRAD-004 and representative of the requested changes made at the May 19, 2026 and Aug. 18, 2026 Policy Committee Meetings.

**FINANCIAL IMPACT:**
None

**PERSONNEL IMPACT:**
None

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

**RESOLUTION:** Be it, therefore, resolved that the Board of Education approves the Second Reading for Policy Code: 3460 Graduation Requirements

# Policy Code: 3460 Graduation Requirements

The Board recognizes the importance of setting rigorous graduation requirements along with meaningful community service learning experiences in order to help ensure that students are receiving an education that will prepare them to be productive members of society.

In order to graduate from high school, students must meet the following requirements:

1. successful completion of all State Board of Education course unit requirements as described in Section A; and

2. successful completion of cardiopulmonary resuscitation (CPR) instruction.

Principals shall ensure that students and parents are aware of the number and nature of credits required for high school graduation, the potential to complete high school graduation requirements in three years, and the availability of early graduate college scholarships.

**A. Course Units**

A “credit” is a course for which credit is awarded toward high school graduation and which qualifies as part of the instructional day. Credit will not be awarded for office, teacher, or laboratory assistance.

As described in State Board of Education Policy GRAD-004, all students must fulfill the course unit requirements of the Future-Ready Core Course of Study, unless they are approved for the Future-Ready Occupational Course of Study. The tables below list the course unit requirements for the Future-Ready Core Course of Study and the Future-Ready Occupational Course of Study, as well as additional course units recommended by the board, based on the student’s year of entry into ninth grade for the first time. School counseling program staff shall assist students in selecting high school courses to ensure that students are taking all required units and selecting electives consistent with their post- graduation plans.

In accordance with policy 3101: Options to Earn High School Credit, and State Board of Education requirements, students may:

- earn high school credit for college courses completed;

- earn credit for certain high school courses in the Future-Ready Core Course of Study completed while in middle school, as authorized by the State Board of Education; and
- meet credit unit requirements without completing the regular period of classroom instruction by demonstrating mastery of the course material in accordance with policy 3420: Student Promotion and Accountability, and State Board of Education requirements.

For students who have transferred to the school system during high school or who, for other reasons, have completed course work outside of the school system, the principal shall determine what course work will be applied as credit toward graduation. See policy 3420 for information regarding receiving credit toward graduation for courses taken abroad.

All awards of high school course credit must be consistent with State Board of Education requirements. Any inconsistency between board policy and State Board graduation requirements will be resolved by following the State Board requirements. While the board endeavors to keep its policy up to date with current State Board of Education graduation requirements, students should verify current requirements with their school counselors when planning course schedules or making other decisions based on graduation requirements.

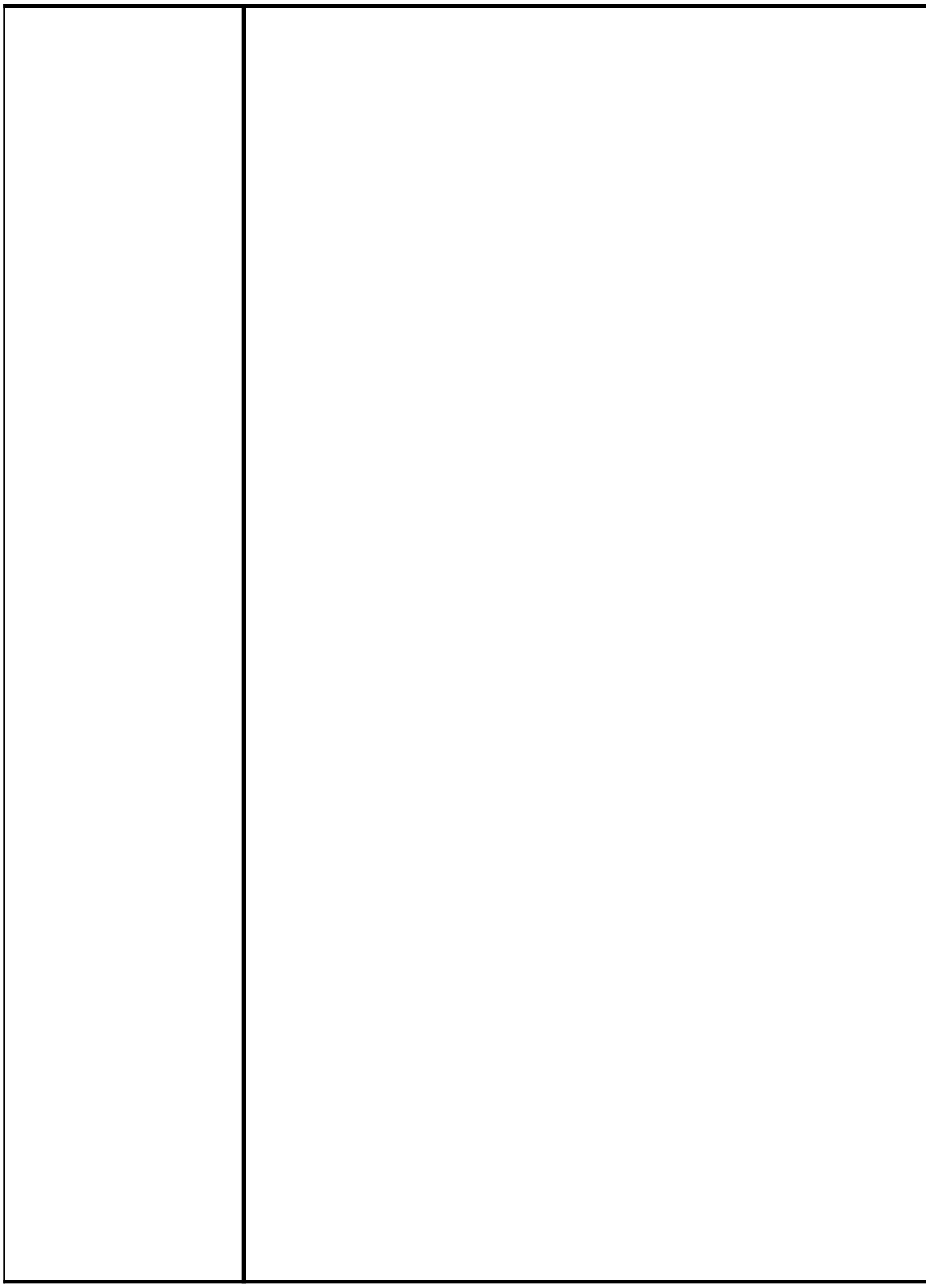
1. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time before 2020-21.

| **Courses** | **State Requirements*** |
|---|---|

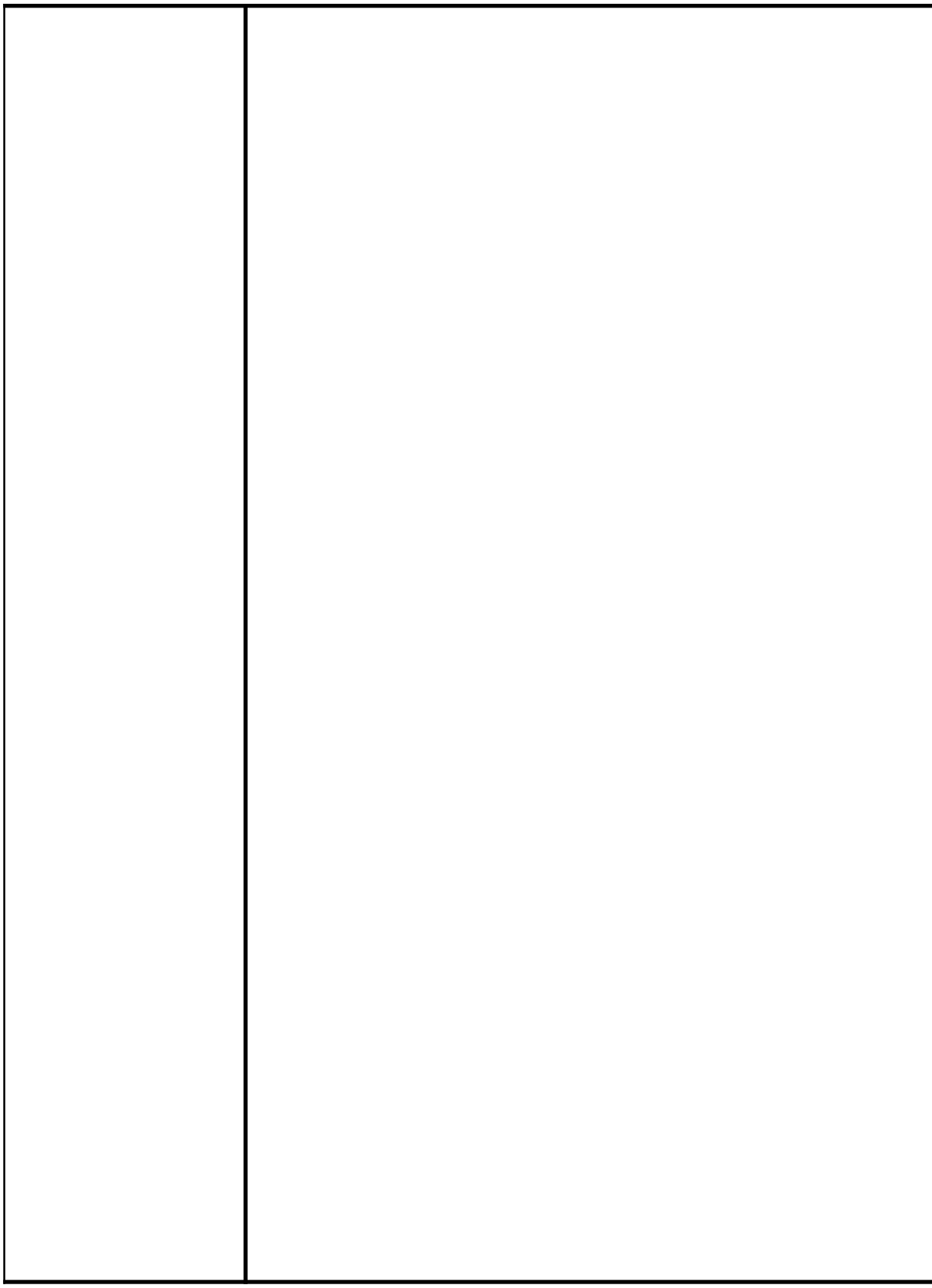
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| English | 4 sequential (English I, II, III, and IV) |

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| Mathematics | 4 (NC Math 1, 2, and 3 and a fourth math unit/credit aligned with student's post- high school plans) **<br><br>(A principal may exempt a student from this math sequence. Exe students will be required to pass NC Math 1 and 2 and two other application-based math courses or selected CTE courses, as ide on the NC DPI math options chart) *** |
| Science | 3 (a physical science course, Biology, and earth/environmental s |
| Social Studies | 4 (including: 1) a founding principles course which shall be eithe American History: Founding Principles, Civics & Economics or F Principles of the United States of America and North Carolina: C Literacy; **** 2) two American history courses, which shall be eit American History I and II, (b) |

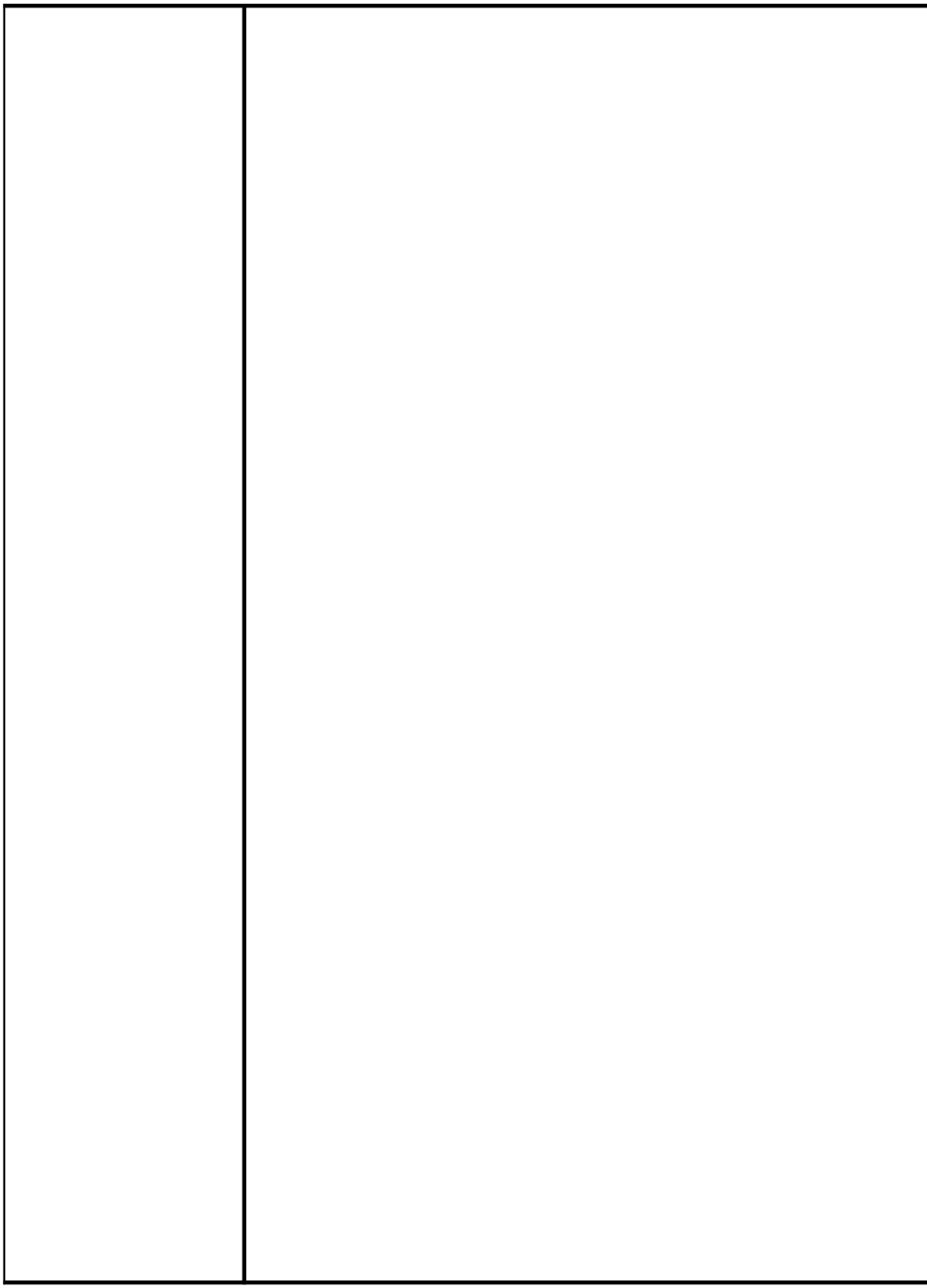
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| | American History I or II and another Social Studies course; and (<br>History) |
| Health/P.E. | 1 |
| Electives | 6 (2 electives must be any combination of Career and Technical<br>Education, Arts Education, or World Language; 4 must be from c<br>the following: Career and Technical Education, J.R.O.T.C., Arts<br>Education, or any other subject area or cross-disciplinary course<br>four-unit/credit concentration is recommended.)***** |



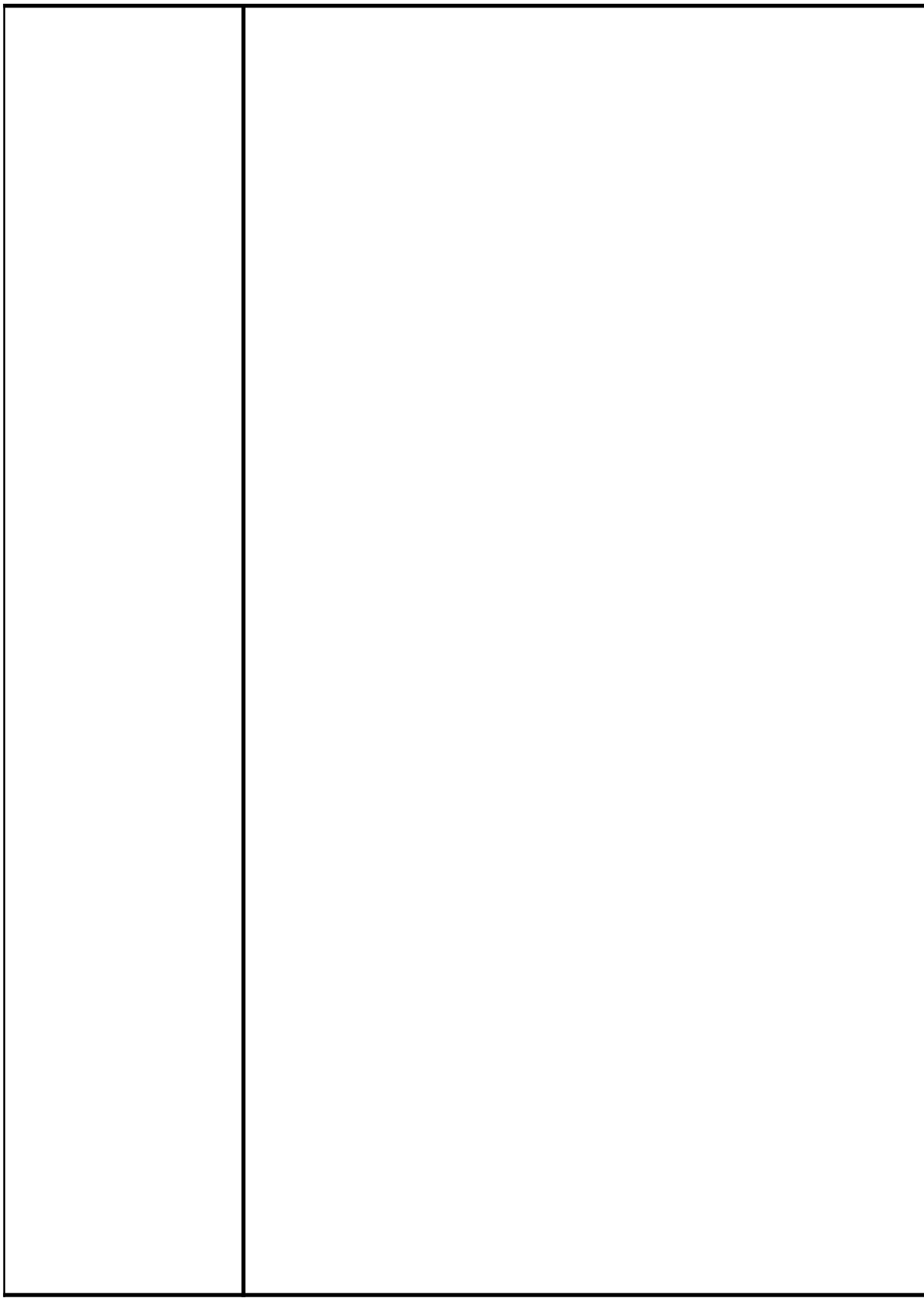
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| | |
|---|---|
| | |
| **Total Credits** | **22** |

* Certain International Baccalaureate (IB), Advanced Placement (AP), and Cambridge International Examination (CIE) courses will satisfy specific graduation requirements. See SBE Policy GRAD-008.

** Students who are learning disabled in math may have other options for meeting the four mathematics credits requirement. See DPI memo of August 24, 2016 available at http://bit.ly/DPIMemo and the math options chart linked below.

*** Students seeking to complete minimum courses requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at: https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/mathematics/standard-course-study-supporting-resources

**** The founding principles courses, American History: Founding Principles, Civics and Economics and Founding Principles of the United States of America and North Carolina: Civic Literacy, must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by any other courses. See SBE Policy GRAD-004.

***** Students seeking to complete minimum course requirements for UNC universities must complete two credits of a single world language.

2. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2020-2021

| **Courses** | **State Requirements*** |
|---|---|
| English | 4 sequential (English I, II, III, and IV) |
| Mathematics | 4 (NC Math 1, 2, and 3 and a fourth math unit/credit aligned with t<br><br>(A principal may exempt a student from this math sequence. Exem<br>Math 1 and 2 and two other application-based math courses or se<br><br>courses, as identified on the NC DPI math options chart) *** |
| Science | 3 (a physical science course, Biology, and earth/environmental sc |
| Social Studies | 4 (including: (1) a founding principles course, which shall be either<br>Civics, and Economics or Founding Principles of the United States<br>Literacy****; (2) an American History course, which shall be either<br>History II, or (c) American History; (3) World History; and (4) Econ |
| Health/P.E. | 1 |
| Electives | 6 (2 electives must be any combination of Career and Technical E<br>Language; 4 must be from one of the following: Career and Techn<br>or any other subject area or cross-disciplinary course. A four-unit/ |
| **Total Credits** | **22** |

* Certain International Baccalaureate (IB), Advanced Placement (AP), and Cambridge International Examination (CIE) courses will satisfy specific graduation requirements. See SBE Policy GRAD-008.

** Students who are learning disabled in math may have other options for meeting the four mathematics credits requirement. See DPI memo of August 24, 2016 available at http://bit.ly/DPIMemo and the math options chart linked below

*** Students seeking to complete minimum courses requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at: https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/mathematics/standard-course-study-supporting-resources

**** The founding principles courses, American History: Founding Principles, Civics and Economics and Founding Principles of the United States of America and North Carolina:

Civic Literacy must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by any other courses. See SBE Policy GRAD-004.

- Students will take World History (World History, Honors World History, or AP World History) in the first year of their high school Social Studies course sequence due to the nature of the adoption of the new Social Studies Standard course of Study effective in 2021-22.

******This course must, at a minimum, include the standards established by the second edition of the Voluntary National Content Standards in Economics and the 2013 National Standards for Financial Literacy, as developed by the Council for Economic Education.

******* Students seeking to complete minimum course requirements for UNC universities must complete two credits of a single world language.

3. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2021-2022 and thereafter.

| **Courses** | **State Requirements*** |
|---|---|
| English | 4 sequential (English I, II, III, and IV) |

| | |
|---|---|
| Mathematics | 4 (NC Math 1, 2, and 3 and a fourth math unit/credit aligned with<br><br>(A principal may exempt a student from this math sequence. Exe<br>Math 1 and 2 and two other application-based math courses or s<br>NC DPI math options chart) *** |
| Science | 3 (a physical science course, Biology, and earth/environmental s |
| Social Studies | 4 (including: (1) Founding Principles of the United States of Ame<br>(2) American History; (3) World History; and (4) Economics and |
| Health/P.E. | 1 |
| Electives | 6 (2 electives must be any combination of Career and Technical<br>Language; 4 must be from one of the following: Career and Tech<br>Education, or any other subject area or cross- disciplinary course<br>recommended ******) |
| **Total Credits** | **22** |

* Certain International Baccalaureate (IB), Advanced Placement (AP), and Cambridge International Examination (CIE) courses will satisfy specific graduation requirements. See SBE Policy GRAD-008.

** Students who are learning disabled in math may have other options for meeting the four mathematics credits requirement. See DPI memo of August 24, 2016 available at http://bit.ly/DPIMemo and the math options chart linked below

*** Students seeking to complete minimum courses requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at: http://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/mathematics/standard-course-study-supporting-resources

**** The Founding Principles course must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by any other courses. See SBE Policy GRAD-004.

- Students will take World History (World History, Honors World History, or AP World History) in the first year of their high school Social Studies course sequence due to the nature of the adoption of the new Social Studies Standard course of Study effective in 2021-22.

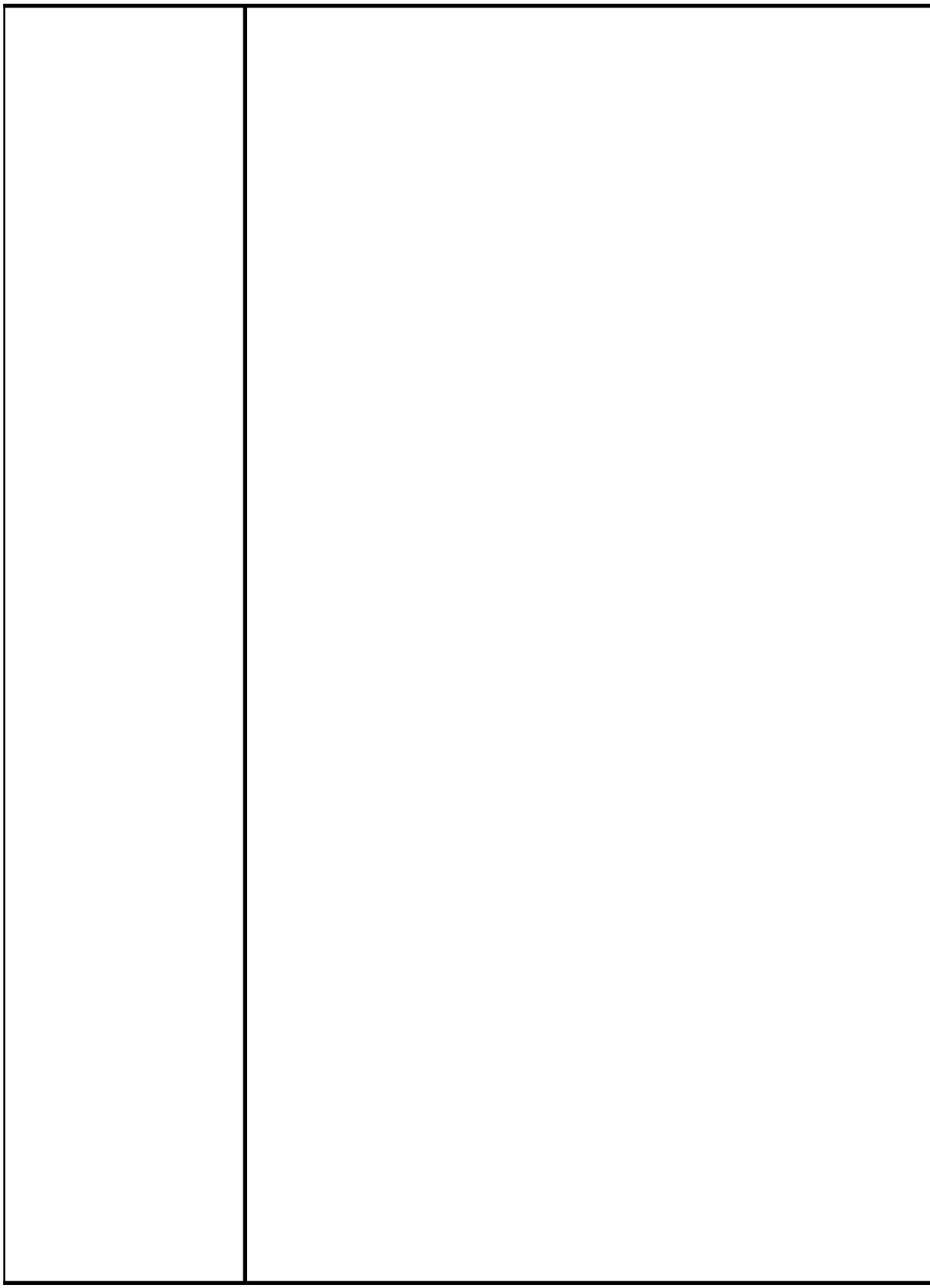
******This course must, at a minimum, include the standards established by the second edition of the Voluntary National Content Standards in Economics and the 2013 National Standards for Financial Literacy, as developed by the Council for Economic Education.

******* Students seeking to complete minimum course requirements for UNC universities must complete two credits of a single world language.

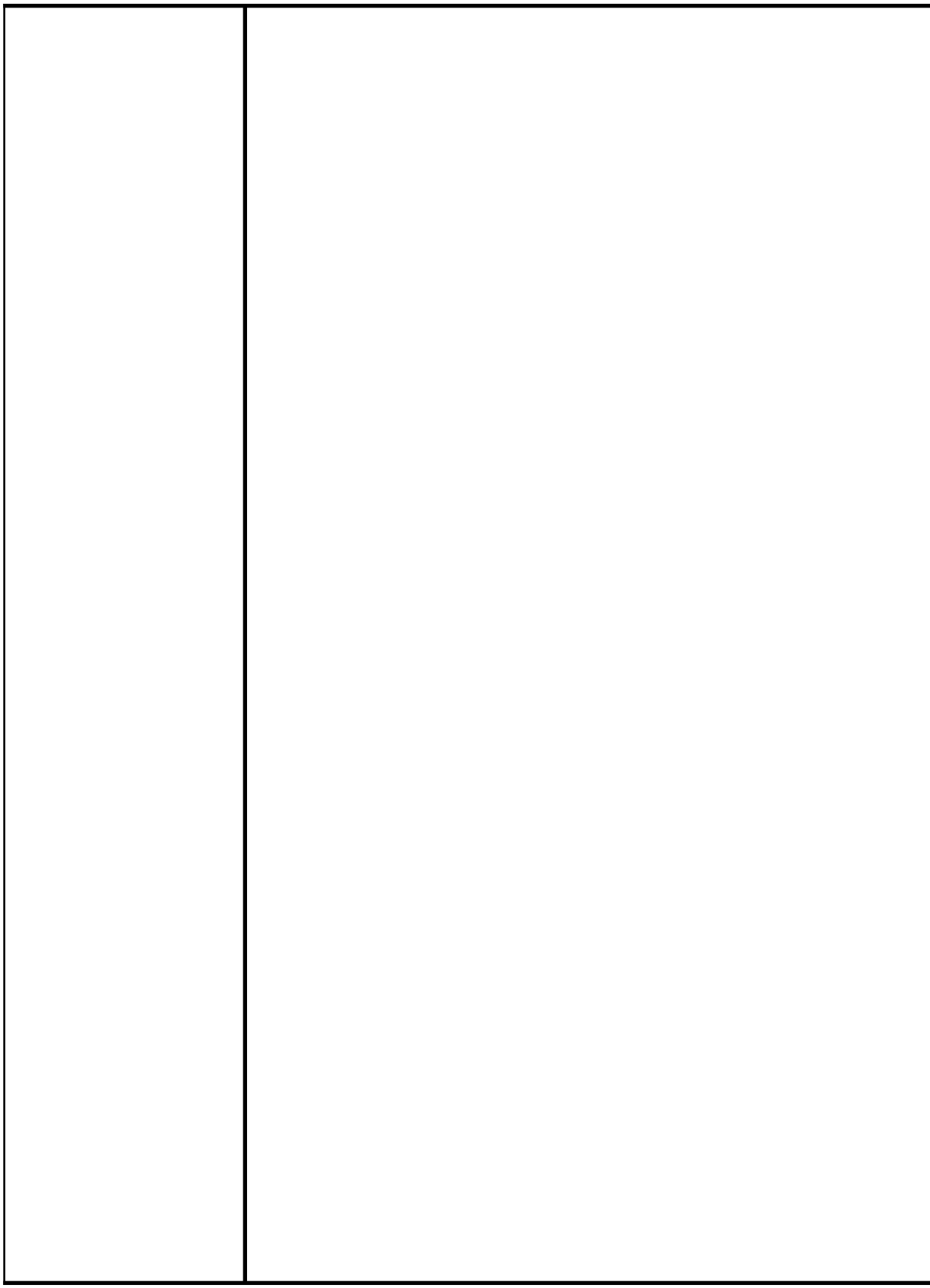
4. Future-Ready Occupational Course of Study Credits Required for Students Entering Ninth Grade prior to 2020-21 (only available to certain students with disabilities who have an IEP)

| **Courses** | **State Requirements** |
|---|---|
| English | 4 (including English I, II, III, and IV) |
| Mathematics | 3 (including Introduction to Math, NC Math I, and Financial Mana |

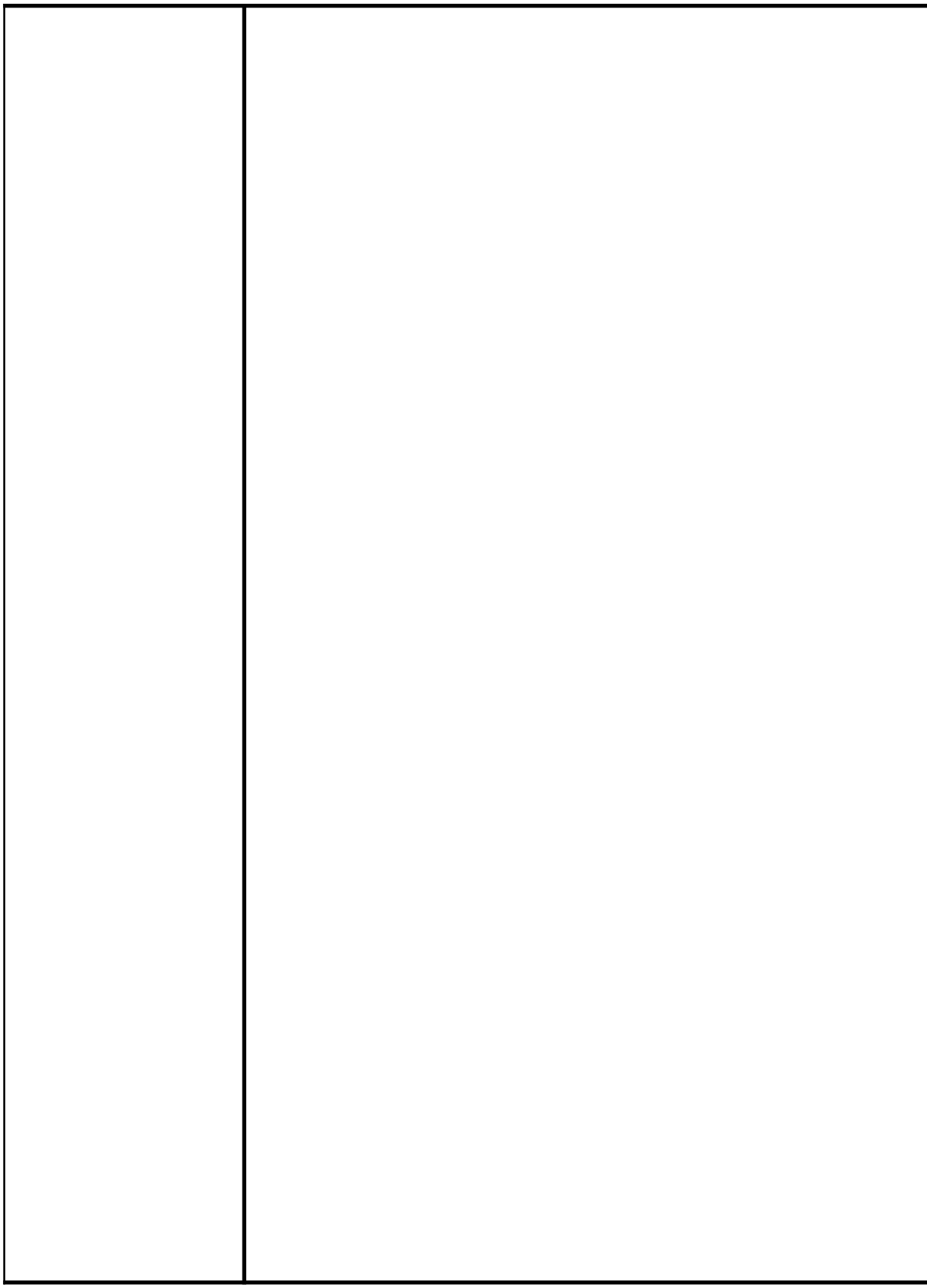
| | |
|---|---|
| Science | 2 (including Applied Science and Biology) |
| Social Studies | 2 (including American History I and American History II* OR (1) American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North C Civic Literacy; and (2) American History I or American History II American History)** |
| Health/P.E. | 1 |
| Career/Technical | 4 (CTE electives) |
| Occupational Preparation | |



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|---|---|
| | |
| Work Hours*** | 600 |

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|---|---|
| Electives | 0 |
| Other Requirements | Completion of IEP objectives Career Portfolio |
| **Total Credits** | **22** |

* Applicable only to students entering the ninth grade for the first time prior to 2017-18.

** Applicable only to students entering the ninth grade for the first time between 2017-2018 and 2019-2020.

*** The work hours must include: (1) 150 hours of school-based training with work activities and experiences that align with the student's post-school goals; (2) 225 hours of community-based training; and (3) 225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours, for a total of 600 required work hours.

5. Future-Ready Occupational Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2020-2021 (only available to certain students with disabilities who have an IEP)

| **Courses** | **State Requirements** |
|---|---|
| English | 4 (including English I, II, III, and IV) |
| Mathematics | 3 (including Introduction to Math, NC Math I, and Financial Manag |
| Science | 2 (including Applied Science and Biology) |
| Social Studies | 2 (including (1) a founding principles course which shall be either A Civics and Economics or Founding Principles of the United States Literacy and (2) Economics and Personal Finance) |
| Health/P.E. | 1 |
| Career/Technical | 4 (Career/Technical Education electives) |
| Occupational Preparation | 6 (including: (1) Occupational Preparation I or Employment Prepar Preparation II or Employment Preparation II: Citizenship IA and Em |

| | |
|---|---|
| | Occupational Preparation III or Employment Preparation III: Citizer<br>Citizenship IIB; and (4) Occupational Preparation IV or Employmer |
| Work Hours* | 600 |
| Electives | 0 |
| Other Requirements | Completion of IEP objectives Career Portfolio |
| **Total Credits** | **22** |

* The work hours must include: (1) 150 hours of school-based training with work activities and experiences that align with the student's post-school goals; (2) 225 hours of community-based training; and (3) 225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours, for a total of 600 required work hours.

6. Future-Ready Occupational Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2021-2022 and thereafter (only available to certain students with disabilities who have an IEP)

| **Courses** | **State Requirements** |
|---|---|
| English | 4 (including English I, II, III, and IV) |
| Mathematics | 4 (including Introduction to Math, NC Math I, Financial Managemer<br>(to include 150 work hours)) |
| Science | 3 (including Applied Science, Biology, and Employment Preparatio |
| Social Studies | 4 (including Founding Principles of the United States of America ar<br>Economics and Personal Finance, Employment Preparation II: Citi<br>Employment Preparation II: Citizenship IB (to include 75 work hour |
| Health/P.E. | 1 |
| Career/Technical | 4 (Career/Technical Education electives) |

| | |
|---|---|
| Additional Employment Preparation* | 2 (including Employment Preparation III: Citizenship IIA (to include Preparation III: Citizenship IIB (to include 75 work hours)) |
| Electives | 0 |
| Other Requirements | Completion of IEP objectives Career Portfolio |
| **Total Credits** | **22** |

* The work hours included in Employment Preparation I, II, III, and IV are as follows: (1) 150 hours of school-based training with work activities and experiences that align with the student's post-school goals; (2) 225 hours of community-based training; and (3) 225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours, for a total of 600 required work hours.

**B. High School End-of-Course and Other Testing**

High school students must take all end-of-course (EOC) tests and Career and Technical Education (CTE) State Assessments required by the State Board of Education and pursuant to policy 3410, Testing and Assessment Program.

**C. Additional Local Board Requirements**

1. Student Course Load

Students are generally required to be enrolled in seven (7) courses or six (6) courses and a study period. Students are not allowed to take more than three (3) Advanced Placement courses per year without informed parental consent. Students may be enrolled in no more than eight (8) courses per academic year (including summer), including NCVPS courses.

**D. Special Circumstances Regarding Graduation**

1. Honor Graduates

Honor graduates may be designated by the principals on the basis of criteria established by the superintendent. Recognition of honor graduates may be

included in graduation programs. This includes recognition of students who earn designation as North Carolina Academic Scholars. Honor graduates may wear tassels or other cords signifying this honor.

2. Students with Disabilities

Graduation requirements must be applied to students with disabilities to the extent required by state and federal law and State Board policy.

3. Graduation Certificate

a. A student who does not earn a high school diploma shall receive a graduation certificate and shall be allowed to participate in graduation exercises provided the following:

(1) has been identified as a "child with a disability" as defined by G.S. 115C-106.3(1); and

(2) has completed the course requirements or reached the maximum age of entitlement (22 years old).

b. A Principal may recommend a graduation certificate to any student.

c. After completing four years of high school, a student may participate in graduation exercises before they begin an approved externship transition program. Participation in graduation exercises will not waive a student's right to return to school as permitted by law.

4. Children of Military Families

In order to facilitate the on-time graduation of children of military families, as defined in policy 4050, Children of Military Families, school officials shall comply with the requirements of the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5), G.S. 115C-407.12, and the following requirements.

a. Waiver Requirements

Specific course work required for graduation will be waived for children of military families if similar course work has been satisfactorily completed in another school system. If a waiver is not granted, school administrators shall provide the student with reasonable justification for

the denial. If a waiver is not granted to a student who would qualify to graduate from the sending school, the superintendent or designee shall provide the student with an alternative means of acquiring the required coursework so that graduation may occur on time.

b. Testing Requirements

The superintendent shall accept from children of military families the following in lieu of local tests required for graduation: 1) exit or end-of-course exams required for graduation from the sending state; 2) national norm- referenced achievement tests; or 3) alternative testing. If these alternatives are not feasible for a student transferring in his or her senior year, section c below will apply.

c. Transfers During Senior Year

If a child of a military family transferring at the beginning or during his or her senior year is ineligible to graduate from the school system after all the alternatives listed above have been considered and the student meets the graduation requirements at his or her sending school, then school officials from the school system and the sending school system shall collaborate to ensure that the student will receive a diploma from the sending board of education.

5. Early Graduation

Students have the option of graduating early by completing the State Board of Education minimum graduation requirements on an accelerated three-year pathway. Students choosing to use an accelerated pathway must follow the process required for early graduation as described in State Board Policies GRAD-001 and GRAD-006.

6. Diploma Endorsements

Students have the opportunity to earn diploma endorsements as described in State Board Policy GRAD-007. No endorsement is required to receive a diploma.

**E. Notification and Support**

Students who seek assistance or are identified as likely to need assistance in meeting an academic requirement must be provided opportunities for remedial or

additional instruction in accordance with Board Policy 3420: Student Progression and Placement.

Legal References: G.S. 115C, -47, -81.25(c)(10)(c), -81.45(d), -81.65, -81.90(c), -83.31, -83.32, -174.11, -276, -288, -407.5, -407.12; 16 N.C.A.C. 6D .0309, .0510; State Board of Education Policies, CCRE-001, GRAD-001, GRAD-004, GRAD-006, GRAD-007, GRAD-008, GRAD-010, TEST-003

Cross References: Goals and Objectives of the Educational Program (Policy 3000), Options to Earn Course Credit for Graduation (Policy 3101), Testing and Assessment Program (Policy 3410), Student Progression and Placement (Policy 3420), Class Rankings (Policy 3450), Citizenship and Character Education (Policy 3530), Children of Military Families (Policy 4050), *District Course Catalog

Adopted: 4/10/03

Revised: 12/15/05, 6/7/07, 8/14/08, 2/5/09, 10/1/09, 5/20/10, 5/5/11, 4/23/15, 4/20/17, 3/15/18, 3/7/19, 7/23/2020, 4/22/21, 7/22/21, 2/17/22, 3/16/23, 9/19/2024

# Board of Education Agenda Abstract

Meeting Date: Sept. 17, 2026
Agenda Type: BOE

**Subject:** Recommendation for Approval of Second Reading for Policy Code: 3460 Graduation Requirements

| | | | |
|---|---|---|---|
| **Division:** | Instructional Services Division | **Department:** | ISD |
| **Person Responsible:** | Alicia Curtis, Executive Director of Secondary Instruction & Academic Programming<br><br>Rebecca Atkins, Director of Counseling | **Feedback Requested From:** | BOE |
| **Strategic Plan Alignment:** | **Instructional Excellence: Preparing Students for Life** | | |

**Previous Work Session** **No** Date:
**Previous Discussion and Action** **No** Date:

**Attachment(s):** Policy Code: 3460 (Existing), Policy Code: 3460 (Mark-up), & Policy Code: 3460 (Clean)

**PURPOSE:** Policy update to include mid-year graduation requirements.

**BACKGROUND:** Policy 3460 was last revised 9/19/2024. Since then, CHCCS has transitioned to a 4x4 block schedule. The policy has not been updated to reflect midyear graduation requirements. The proposed changes are in line with NC Board of Education Policy GRAD-004 and representative of the requested changes made at the May 19, 2026 and Aug. 18, 2026 Policy Committee Meetings.

**PROPOSED CHANGES:**

**(marked-up copy) NCSBA- changes in red | District Suggestions-blue | Policy Committee markups in green**

Upon review, and at the direction of the Policy Committee, the district recommends the changes as listed below:

- Removes graduation requirement tables.
- Adds language in Section C, Additional Local Board Requirements, adjusting the course load requirements to meet the block schedule.
- Adds language in Section D, Special Circumstances Regarding Graduation, defining and stating mid-year graduation and requirements. **(Required)**
    - The anticipated year of graduation shall ordinarily be four complete school years (8 semesters) after the student enters ninth grade. Seniors who have satisfied all North Carolina and CHCCS graduation requirements at the end of the first semester of their senior year are eligible to graduate in January of their senior year (mid-year graduation). This option is available only for eligible students who affirmatively elect to graduate at the mid-year. Students who are eligible for mid- year graduation who do not make this election will continue to be enrolled in CHCCS and graduate in June of their senior year.
        a. Diplomas for midyear graduates will be conferred in accordance with CHCCS procedures and timelines.
        b. Midyear graduates may participate in the spring commencement ceremony consistent with district guidelines.
        c. Upon graduation, students are formally withdrawn as graduates and are no longer eligible for enrollment, coursework, or high school activities.
        d. Fifth-year seniors are required to graduate at the midyear point once all state and CHCCS graduation requirements have been earned and verified. Continued enrollment beyond midyear is not permitted for students who have completed all graduation requirements.

The Board of Education Policy Committee will provide feedback at the Aug. 18, 2026 meeting.

**FINANCIAL IMPACT:** None.

**PERSONNEL IMPACT:** None.

| | |
|---|---|
| **RECOMMENDATION** | Seeking CHCCS Board of Education Approval of Second Reading of Policy Code: 3460 Graduation Requirements |

| | |
|---|---|
| **RESOLUTION** | Be it, therefore, resolved that the Board of Education approves the First Reading for Policy Code: 3460 Graduation Requirements |

# Policy Code: 3460 Graduation Requirements

The Board recognizes the importance of setting rigorous graduation requirements along with meaningful community service learning experiences in order to help ensure that students are receiving an education that will prepare them to be productive members of society.

In order to graduate from high school, students must meet the following requirements:

1. successful completion of all State Board of Education course unit requirements as described in Section A; and

2. successful completion of cardiopulmonary resuscitation (CPR) instruction.

Principals shall ensure that students and parents are aware of the number and nature of credits required for high school graduation, the potential to complete high school graduation requirements in three years, and the availability of early graduate college scholarships.

**A. Course Units**

A “credit” is a course for which credit is awarded toward high school graduation and which qualifies as part of the instructional day. Credit will not be awarded for office, teacher, or laboratory assistance.

As described in State Board of Education Policy GRAD-004, all students must fulfill the course unit requirements of the Future-Ready Core Course of Study, unless they are approved for the Future-Ready Occupational Course of Study. The tables below list the course unit requirements for the Future-Ready Core Course of Study and the Future-Ready Occupational Course of Study, as well as additional course units recommended by the board, based on the student’s year of entry into ninth grade for the first time. School counseling program staff shall assist students in selecting high school courses to ensure that students are taking all required units and selecting electives consistent with their post- graduation plans.

In accordance with policy 3101: Options to Earn High School Credit, and State Board of Education requirements, students may:

- earn high school credit for college courses completed;

- earn credit for certain high school courses in the Future-Ready Core Course of Study completed while in middle school, as authorized by the State Board of Education; and
- meet credit unit requirements without completing the regular period of classroom instruction by demonstrating mastery of the course material in accordance with policy 3420: Student Promotion and Accountability, and State Board of Education requirements.

For students who have transferred to the school system during high school or who, for other reasons, have completed course work outside of the school system, the principal shall determine what course work will be applied as credit toward graduation. See policy 3420 for information regarding receiving credit toward graduation for courses taken abroad.

All awards of high school course credit must be consistent with State Board of Education requirements. Any inconsistency between board policy and State Board graduation requirements will be resolved by following the State Board requirements. While the board endeavors to keep its policy up to date with current State Board of Education graduation requirements, students should verify current requirements with their school counselors when planning course schedules or making other decisions based on graduation requirements.

**B. High School End-of-Course and Other Testing**

High school students must take all end-of-course (EOC) tests and Career and Technical Education (CTE) State Assessments required by the State Board of Education and pursuant to policy 3410, Testing and Assessment Program.

**C. Additional Local Board Requirements**

1. Student Course Load

Students are generally required to be enrolled in eight (8) courses per year or six (6) courses with a study period each semester. Students are not allowed to take more than two (2) Advanced Placement courses per semester without informed parental consent. Students may be enrolled in no more than eight (8) courses per academic year (including summer), including NCVPS courses.

**D. Special Circumstances Regarding Graduation**

1. Honor Graduates

Honor graduates may be designated by the principals on the basis of criteria established by the superintendent. Recognition of honor graduates may be included in graduation programs. This includes recognition of students who earn designation as North Carolina Academic Scholars. Honor graduates may wear tassels or other cords signifying this honor.

2. Students with Disabilities

Graduation requirements must be applied to students with disabilities to the extent required by state and federal law and State Board policy.

3. Graduation Certificate

a. A student who does not earn a high school diploma shall receive a graduation certificate and shall be allowed to participate in graduation exercises provided the following:

(1) has been identified as a "child with a disability" as defined by G.S. 115C-106.3(1); and

(2) has completed the course requirements or reached the maximum age of entitlement (22 years old).

b. A Principal may recommend a graduation certificate to any student.

c. After completing four years of high school, a student may participate in graduation exercises before they begin an approved externship transition program. Participation in graduation exercises will not waive a student's right to return to school as permitted by law.

4. Children of Military Families

In order to facilitate the on-time graduation of children of military families, as defined in policy 4050, Children of Military Families, school officials shall comply with the requirements of the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5), G.S. 115C-407.12, and the following requirements.

a. Waiver Requirements

Specific course work required for graduation will be waived for children of military families if similar course work has been satisfactorily completed in another school system. If a waiver is not granted, school administrators shall provide the student with reasonable justification for the denial. If a waiver is not granted to a student who would qualify to graduate from the sending school, the superintendent or designee shall provide the student with an alternative means of acquiring the required coursework so that graduation may occur on time.

b. Testing Requirements

The superintendent shall accept from children of military families the following in lieu of local tests required for graduation: 1) exit or end-of-course exams required for graduation from the sending state; 2) national norm- referenced achievement tests; or 3) alternative testing. If these alternatives are not feasible for a student transferring in his or her senior year, section c below will apply.

c. Transfers During Senior Year

If a child of a military family transferring at the beginning or during his or her senior year is ineligible to graduate from the school system after all the alternatives listed above have been considered and the student meets the graduation requirements at his or her sending school, then school officials from the school system and the sending school system shall collaborate to ensure that the student will receive a diploma from the sending board of education.

5. Early Graduation

Students have the option of graduating early by completing the State Board of Education minimum graduation requirements on an accelerated three-year pathway. Students choosing to use an accelerated pathway must follow the process required for early graduation as described in State Board Policies GRAD-001 and GRAD-006.

6. Mid-Year Graduation

The anticipated year of graduation shall ordinarily be four complete school years (8 semesters) after the student enters ninth grade. Seniors who have satisfied all North Carolina and CHCCS graduation requirements at the end

of the first semester of their senior year are eligible to graduate in January of their senior year (mid-year graduation). This option is available only for eligible students who affirmatively elect to graduate at the mid-year. Students who are eligible for mid- year graduation who do not make this election will continue to be enrolled in CHCCS and graduate in June of their senior year.

a. Diplomas for midyear graduates will be conferred in accordance with CHCCS procedures and timelines.
b. Midyear graduates may participate in the spring commencement ceremony consistent with district guidelines.
c. Upon graduation, students are formally withdrawn as graduates and are no longer eligible for enrollment, coursework, or high school activities.
d. Fifth-year seniors are required to graduate at the midyear point (end of the first semester) once all state and CHCCS graduation requirements have been earned and verified. Continued enrollment beyond midyear is not permitted for students who have completed all graduation requirements.

7. Diploma Endorsements

Students have the opportunity to earn diploma endorsements as described in State Board Policy GRAD-007. No endorsement is required to receive a diploma.

**E. Notification and Support**

Students who seek assistance or are identified as likely to need assistance in meeting an academic requirement must be provided opportunities for remedial or additional instruction in accordance with Board Policy 3420: Student Progression and Placement.

Legal References: G.S. 115C, -47, -81.25(c)(10)(c), -81.45(d), -81.65, -81.90(c), -83.31, -83.32, -174.11, -276, -288, -407.5, -407.12; 16 N.C.A.C. 6D .0309, .0510; State Board of Education Policies, CCRE-001, GRAD-001, GRAD-004, GRAD-006, GRAD-007, GRAD-008, GRAD-010, TEST-003

Cross References: Goals and Objectives of the Educational Program (Policy 3000), Options to Earn Course Credit for Graduation (Policy 3101), Testing and Assessment Program (Policy 3410), Student Progression and Placement (Policy 3420),

Class Rankings (Policy 3450), Citizenship and Character Education (Policy 3530), Children of Military Families (Policy 4050), *District Course Catalog

Adopted: 4/10/03

Revised: 12/15/05, 6/7/07, 8/14/08, 2/5/09, 10/1/09, 5/20/10, 5/5/11, 4/23/15, 4/20/17, 3/15/18, 3/7/19, 7/23/2020, 4/22/21, 7/22/21, 2/17/22, 3/16/23, 9/19/2024

**Chapel Hill-Carrboro Schools**

# Policy Code: 3460 Graduation Requirements

The Board recognizes the importance of setting rigorous graduation requirements along with meaningful community service learning experiences in order to help ensure that students are receiving an education that will prepare them to be productive members of society.

In order to graduate from high school, students must meet the following requirements:

1. successful completion of all State Board of Education course unit requirements as described in Section A; and

2. successful completion of cardiopulmonary resuscitation (CPR) instruction.

Principals shall ensure that students and parents are aware of the number and nature of credits required for high school graduation, the potential to complete high school graduation requirements in three years, and the availability of early graduate college scholarships.

**A. Course Units**

A “credit” is a course for which credit is awarded toward high school graduation and which qualifies as part of the instructional day. Credit will not be awarded for office, teacher, or laboratory assistance.

As described in State Board of Education Policy GRAD-004, all students must fulfill the course unit requirements of the Future-Ready Core Course of Study, unless they are approved for the Future-Ready Occupational Course of Study. The tables below list the course unit requirements for the Future-Ready Core Course of Study and the Future-Ready Occupational Course of Study, as well as additional course units recommended by the board, based on the student’s year of entry into ninth grade for the first time. School counseling program staff shall assist students in selecting high school courses to ensure that students are taking all required units and selecting electives consistent with their post- graduation plans.

In accordance with policy 3101: Options to Earn High School Credit, and State Board of Education requirements, students may:

- earn high school credit for college courses completed;

- earn credit for certain high school courses in the Future-Ready Core Course of Study completed while in middle school, as authorized by the State Board of Education; and
- meet credit unit requirements without completing the regular period of classroom instruction by demonstrating mastery of the course material in accordance with policy 3420: Student Promotion and Accountability, and State Board of Education requirements.

For students who have transferred to the school system during high school or who, for other reasons, have completed course work outside of the school system, the principal shall determine what course work will be applied as credit toward graduation. See policy 3420 for information regarding receiving credit toward graduation for courses taken abroad.

All awards of high school course credit must be consistent with State Board of Education requirements. Any inconsistency between board policy and State Board graduation requirements will be resolved by following the State Board requirements. While the board endeavors to keep its policy up to date with current State Board of Education graduation requirements, students should verify current requirements with their school counselors when planning course schedules or making other decisions based on graduation requirements.

~~1. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time before 2020-21.~~

| ~~**Courses**~~ | ~~**State Requirements***~~ |
|---|---|
| | |

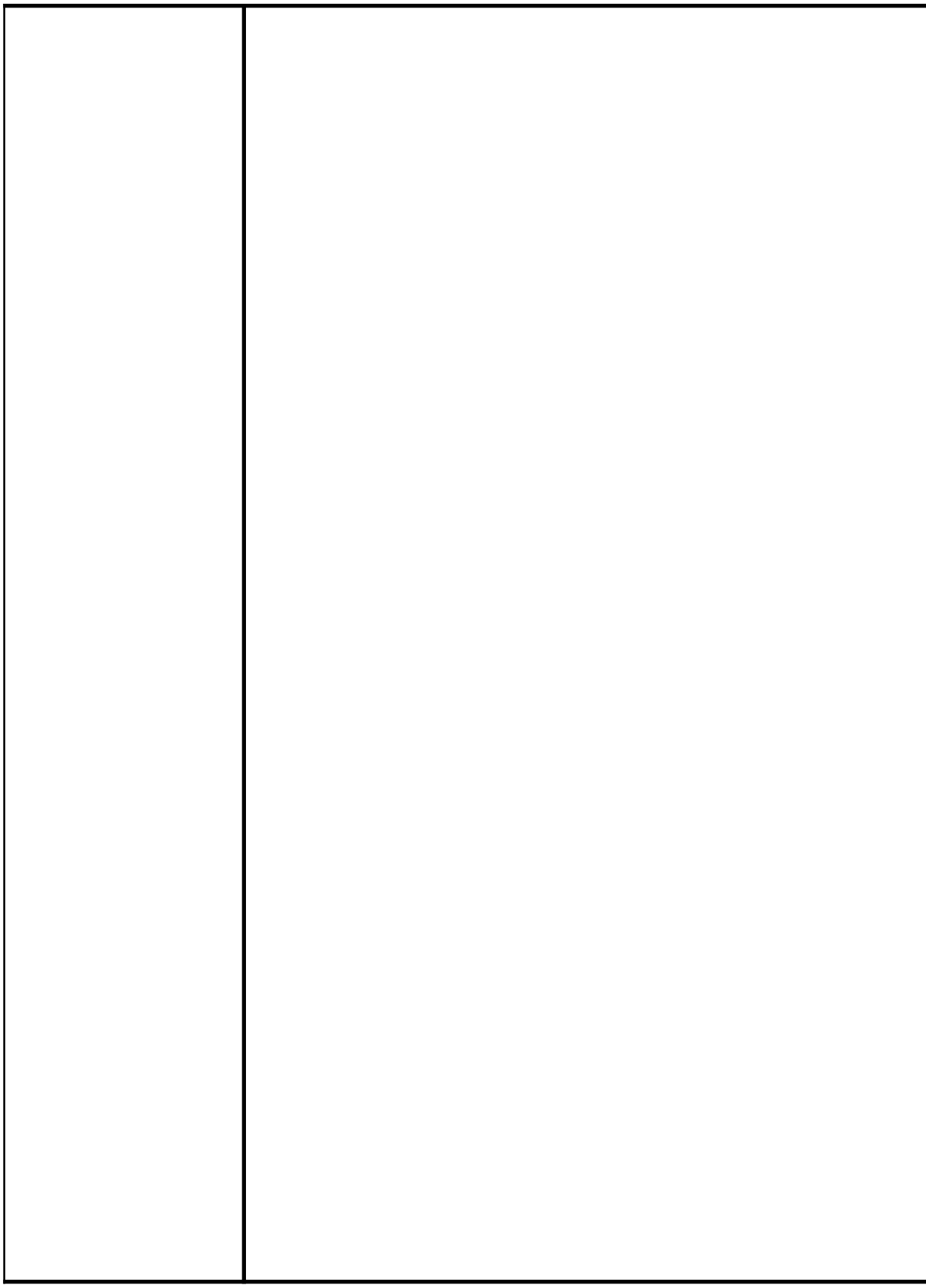
| | |
|---|---|
| ~~English~~ | ~~4 sequential (English I, II, III, and IV)~~ |

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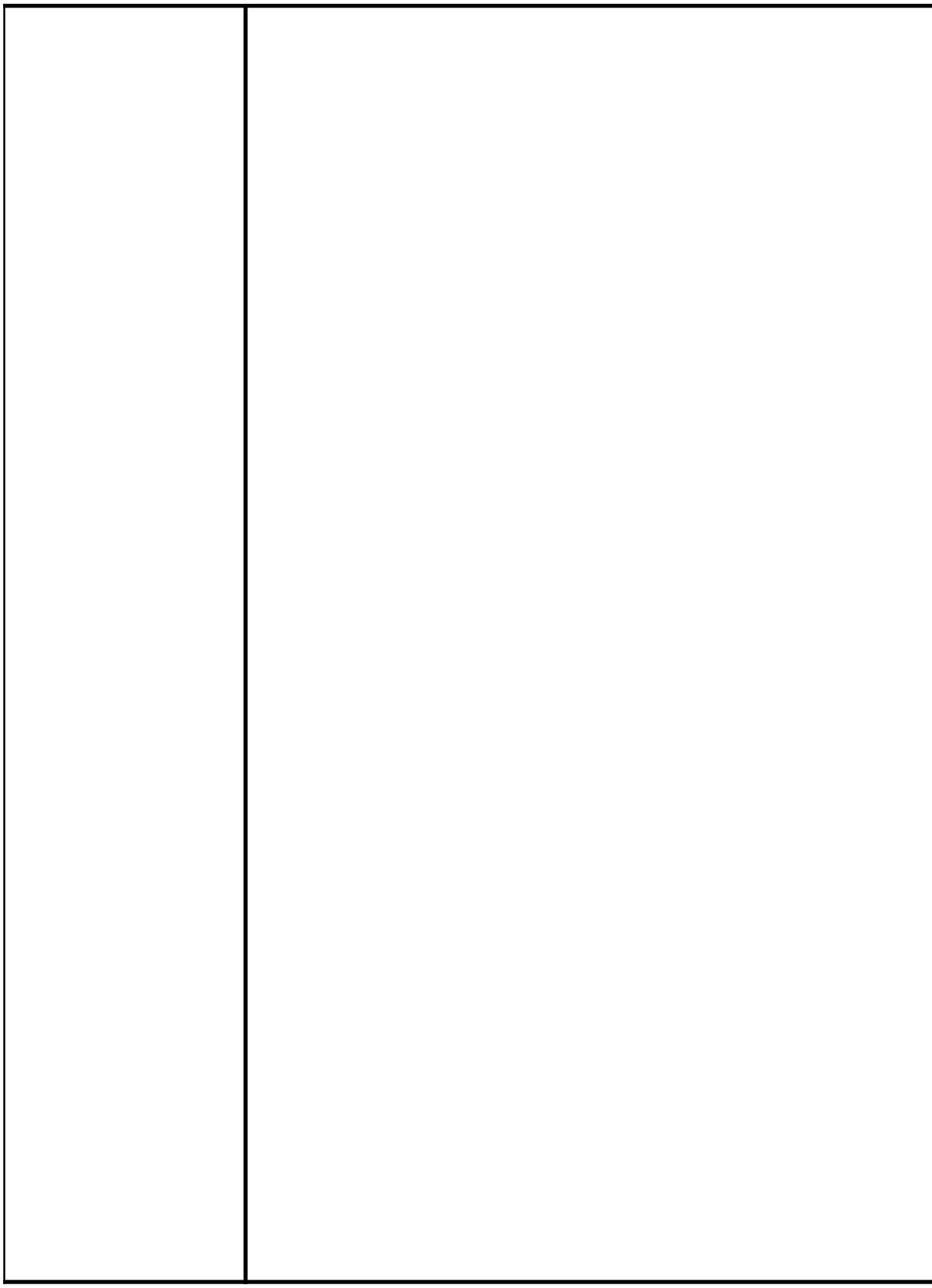
| | |
|---|---|
| | |
| ~~Mathematics~~ | ~~4 (NC Math 1, 2, and 3 and a fourth math unit/credit aligned with student's post- high school plans) **~~<br><br>~~(A principal may exempt a student from this math sequence. Exe students will be required to pass NC Math 1 and 2 and two other application-based math courses or selected CTE courses, as ide on the NC DPI math options chart) ***~~ |
| ~~Science~~ | ~~3 (a physical science course, Biology, and earth/environmental s~~ |
| ~~Social Studies~~ | ~~4 (including: 1) a founding principles course which shall be eithe American History: Founding Principles, Civics & Economics or F Principles of the United States of America and North Carolina: C Literacy; **** 2) two American history courses, which shall be eit American History I and II, (b)~~ |

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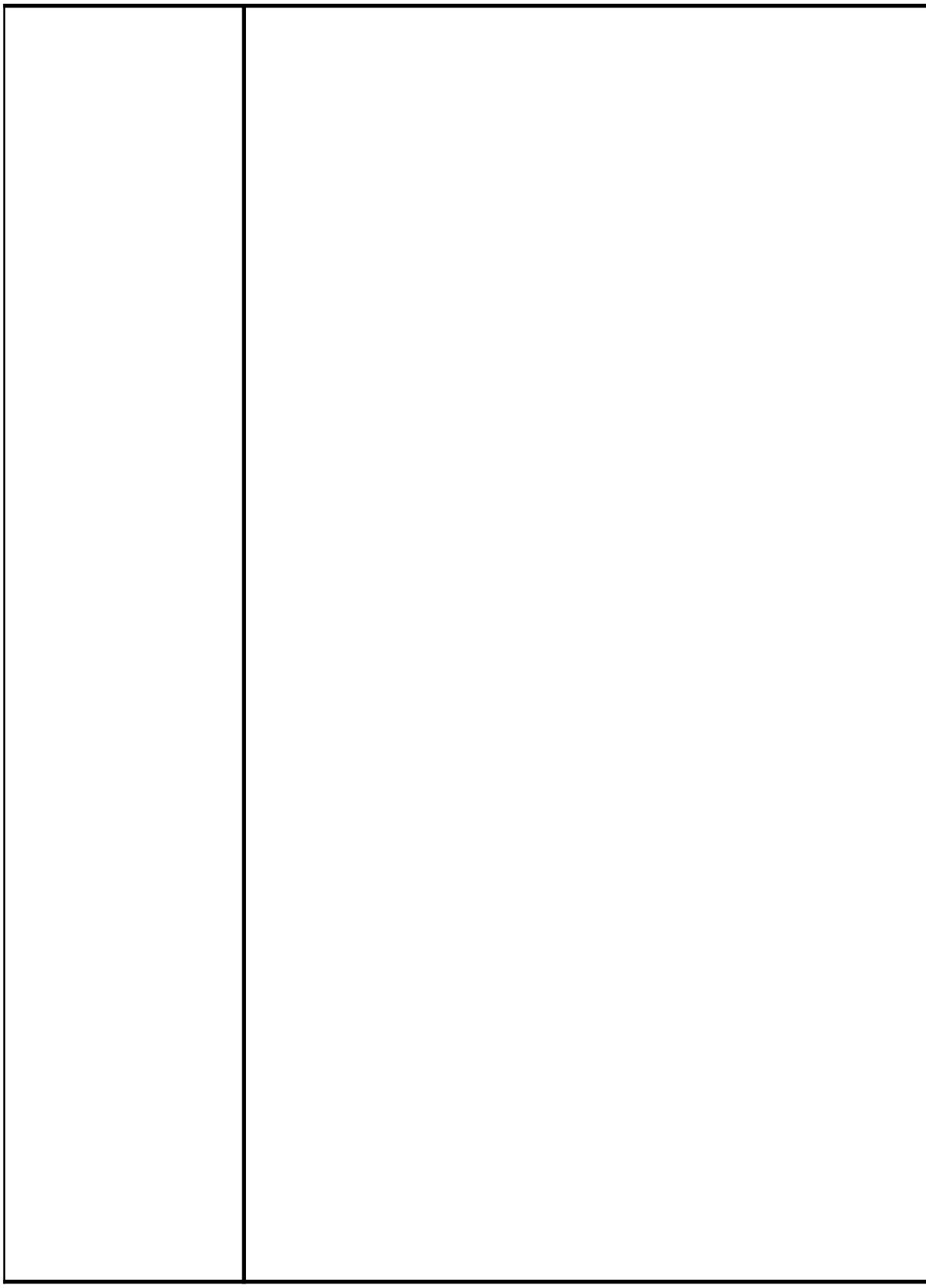
| | |
|---|---|
| | |
| | ~~American History I or II and another Social Studies course; and History)~~ |
| ~~Health/P.E.~~ | ~~1~~ |
| ~~Electives~~ | ~~6 (2 electives must be any combination of Career and Technical Education, Arts Education, or World Language; 4 must be from the following: Career and Technical Education, J.R.O.T.C., Arts Education, or any other subject area or cross-disciplinary course four unit/credit concentration is recommended.)*****~~ |



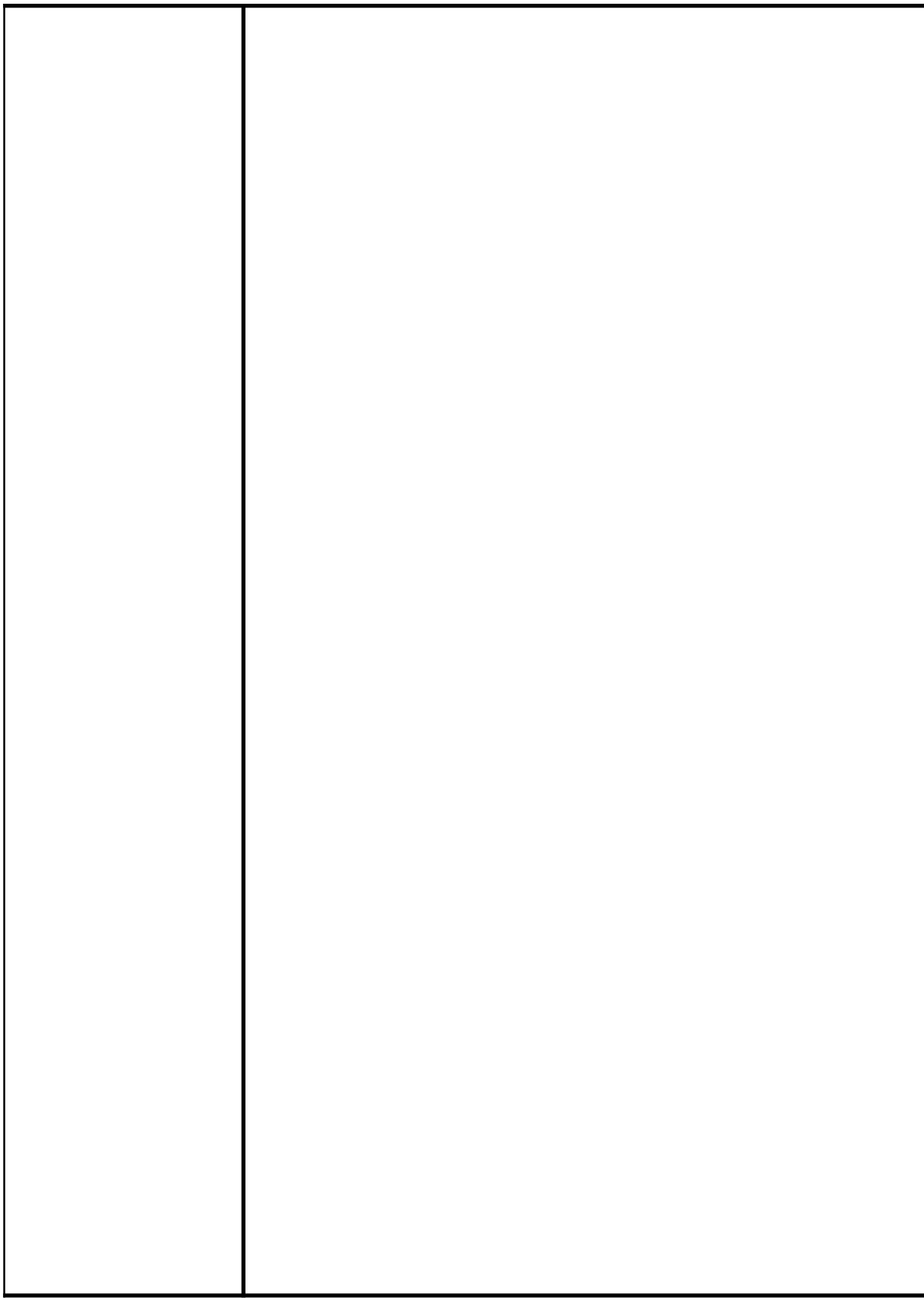
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| | |
|---|---|
| | |
| **Total Credits** | **22** |

* Certain International Baccalaureate (IB), Advanced Placement (AP), and Cambridge International Examination (CIE) courses will satisfy specific graduation requirements. See SBE Policy GRAD-008.

** Students who are learning disabled in math may have other options for meeting the four mathematics credits requirement. See DPI memo of August 24, 2016 available at http://bit.ly/DPIMemo and the math options chart linked below.

*** Students seeking to complete minimum courses requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at: https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/mathematics/standard-course-study-supporting-resources

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**** The founding principles courses, American History: Founding Principles, Civics and Economics and Founding Principles of the United States of America and North Carolina: Civic Literacy, must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by any other courses. See SBE Policy GRAD-004.

***** Students seeking to complete minimum course requirements for UNC universities must complete two credits of a single world language.

2. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2020-2021

| **Courses** | **State Requirements*** |
|---|---|
| English | 4 sequential (English I, II, III, and IV) |
| Mathematics | 4 (NC Math 1, 2, and 3 and a fourth math unit/credit aligned with t<br><br>(A principal may exempt a student from this math sequence. Exem<br>Math 1 and 2 and two other application-based math courses or se<br><br>courses, as identified on the NC DPI math options chart) *** |
| Science | 3 (a physical science course, Biology, and earth/environmental sc |
| Social Studies | 4 (including: (1) a founding principles course, which shall be either<br>Civics, and Economics or Founding Principles of the United States<br>Literacy****; (2) an American History course, which shall be either<br>History II, or (c) American History; (3) World History; and (4) Econ |
| Health/P.E. | 1 |
| Electives | 6 (2 electives must be any combination of Career and Technical E<br>Language; 4 must be from one of the following: Career and Techn<br>or any other subject area or cross-disciplinary course. A four-unit/ |
| **Total Credits** | **22** |

* Certain International Baccalaureate (IB), Advanced Placement (AP), and Cambridge International Examination (CIE) courses will satisfy specific graduation requirements. See SBE Policy GRAD-008.

** Students who are learning disabled in math may have other options for meeting the four mathematics credits requirement. See DPI memo of August 24, 2016 available at http://bit.ly/DPIMemo and the math options chart linked below

*** Students seeking to complete minimum courses requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at: https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/mathematics/standard-course-study-supporting-resources

**** The founding principles courses, American History: Founding Principles, Civics and Economics and Founding Principles of the United States of America and North Carolina:

Civic Literacy must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by any other courses. See SBE Policy GRAD-004.

- Students will take World History (World History, Honors World History, or AP World History) in the first year of their high school Social Studies course sequence due to the nature of the adoption of the new Social Studies Standard course of Study effective in 2021-22.

******This course must, at a minimum, include the standards established by the second edition of the Voluntary National Content Standards in Economics and the 2013 National Standards for Financial Literacy, as developed by the Council for Economic Education.

******* Students seeking to complete minimum course requirements for UNC universities must complete two credits of a single world language.

3. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2021-2022 and thereafter.

| **Courses** | **State Requirements*** |
|---|---|
| English | 4 sequential (English I, II, III, and IV) |

| | |
|---|---|
| Mathematics | 4 (NC Math 1, 2, and 3 and a fourth math unit/credit aligned with<br><br>(A principal may exempt a student from this math sequence. Exe<br>Math 1 and 2 and two other application-based math courses or s<br>NC DPI math options chart) *** |
| Science | 3 (a physical science course, Biology, and earth/environmental s |
| Social Studies | 4 (including: (1) Founding Principles of the United States of Ame<br>(2) American History; (3) World History; and (4) Economics and |
| Health/P.E. | 1 |
| Electives | 6 (2 electives must be any combination of Career and Technical<br>Language; 4 must be from one of the following: Career and Tech<br>Education, or any other subject area or cross- disciplinary course<br>recommended ******) |
| **Total Credits** | **22** |

* Certain International Baccalaureate (IB), Advanced Placement (AP), and Cambridge International Examination (CIE) courses will satisfy specific graduation requirements. See SBE Policy GRAD-008.

** Students who are learning disabled in math may have other options for meeting the four mathematics credits requirement. See DPI memo of August 24, 2016 available at http://bit.ly/DPIMemo and the math options chart linked below

*** Students seeking to complete minimum courses requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at: http://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/mathematics/standard-course-study-supporting-resources

**** The Founding Principles course must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by any other courses. See SBE Policy GRAD-004.

- Students will take World History (World History, Honors World History, or AP World History) in the first year of their high school Social Studies course sequence due to the nature of the adoption of the new Social Studies Standard course of Study effective in 2021-22.

******This course must, at a minimum, include the standards established by the second edition of the Voluntary National Content Standards in Economics and the 2013 National Standards for Financial Literacy, as developed by the Council for Economic Education.

******* Students seeking to complete minimum course requirements for UNC universities must complete two credits of a single world language.

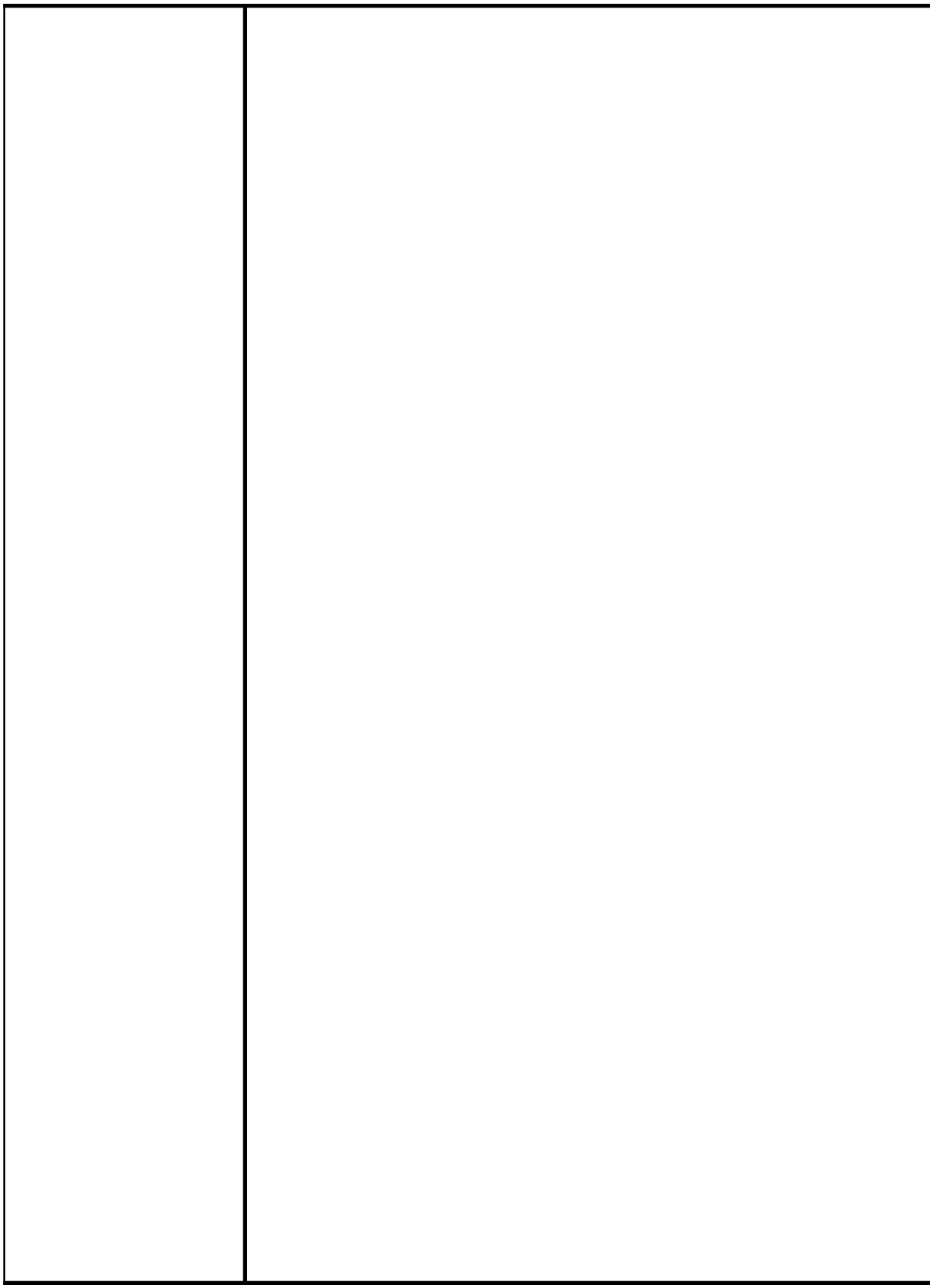
4. Future-Ready Occupational Course of Study Credits Required for Students Entering Ninth Grade prior to 2020-21 (only available to certain students with disabilities who have an IEP)

| **Courses** | **State Requirements** |
|---|---|
| English | 4 (including English I, II, III, and IV) |
| Mathematics | 3 (including Introduction to Math, NC Math I, and Financial Mana |

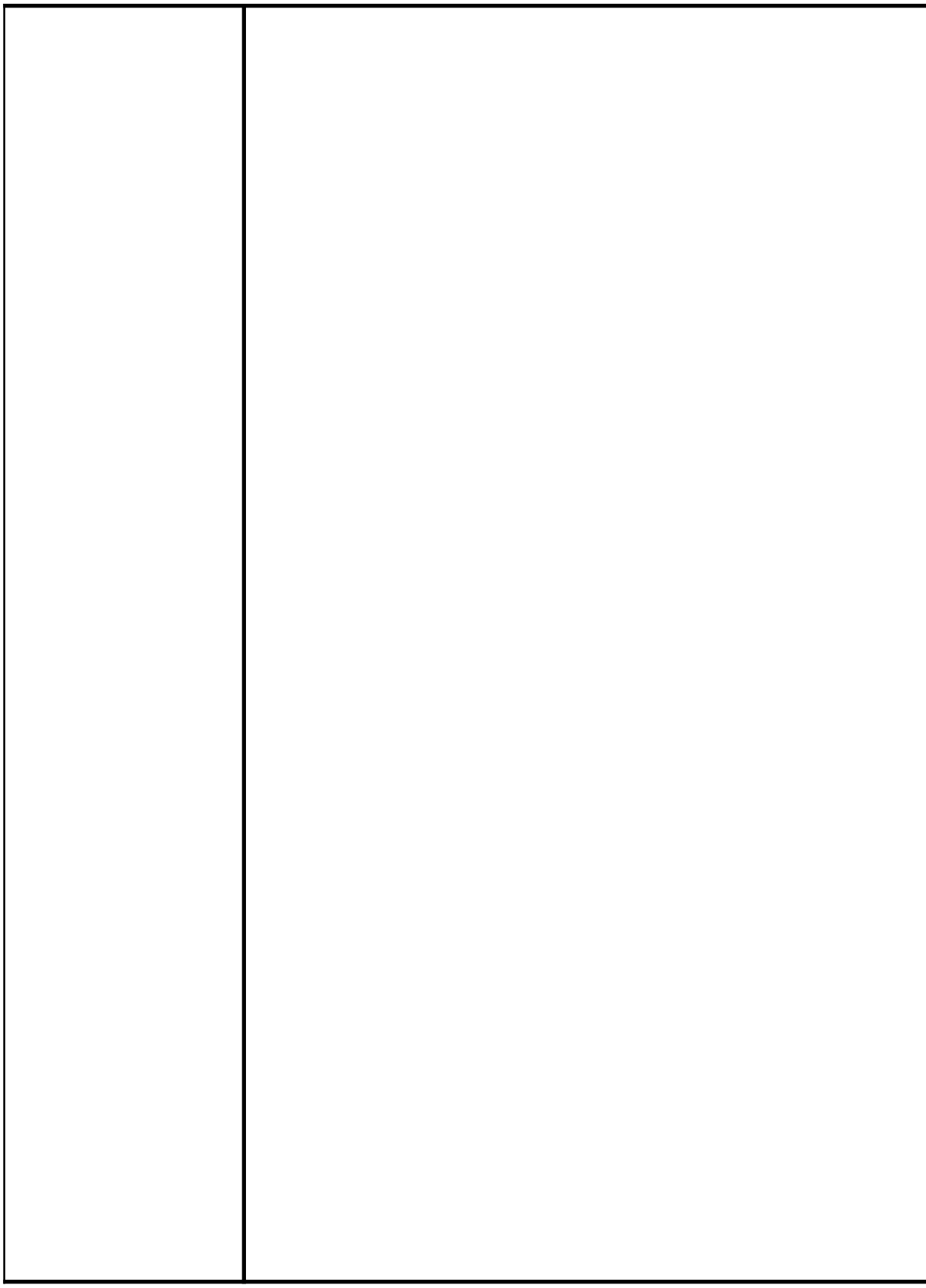
| | |
|---|---|
| Science | 2 (including Applied Science and Biology) |
| Social Studies | 2 (including American History I and American History II* OR (1) American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North C Civic Literacy; and (2) American History I or American History II American History)** |
| Health/P.E. | 1 |
| Career/Technical | 4 (CTE electives) |
| Occupational Preparation | |

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|---|---|
| | |
| ~~Work Hours***~~ | ~~600~~ |

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| | |
|---|---|
| Electives | 0 |
| Other Requirements | Completion of IEP objectives Career Portfolio |
| **Total Credits** | **22** |

* Applicable only to students entering the ninth grade for the first time prior to 2017-18.

** Applicable only to students entering the ninth grade for the first time between 2017-2018 and 2019-2020.

*** The work hours must include: (1) 150 hours of school-based training with work activities and experiences that align with the student's post-school goals; (2) 225 hours of community-based training; and (3) 225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours, for a total of 600 required work hours.

5. Future-Ready Occupational Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2020-2021 (only available to certain students with disabilities who have an IEP)

| **Courses** | **State Requirements** |
|---|---|
| English | 4 (including English I, II, III, and IV) |
| Mathematics | 3 (including Introduction to Math, NC Math I, and Financial Manag |
| Science | 2 (including Applied Science and Biology) |
| Social Studies | 2 (including (1) a founding principles course which shall be either A Civics and Economics or Founding Principles of the United States Literacy and (2) Economics and Personal Finance) |
| Health/P.E. | 1 |
| Career/Technical | 4 (Career/Technical Education electives) |
| Occupational Preparation | 6 (including: (1) Occupational Preparation I or Employment Prepar Preparation II or Employment Preparation II: Citizenship IA and En |

| | |
|---|---|
| | Occupational Preparation III or Employment Preparation III: Citizen Citizenship IIB; and (4) Occupational Preparation IV or Employmen |
| Work Hours* | 600 |
| Electives | 0 |
| Other Requirements | Completion of IEP objectives Career Portfolio |
| **Total Credits** | **22** |

* The work hours must include: (1) 150 hours of school-based training with work activities and experiences that align with the student's post-school goals; (2) 225 hours of community-based training; and (3) 225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours, for a total of 600 required work hours.

6. Future Ready Occupational Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2021-2022 and thereafter (only available to certain students with disabilities who have an IEP)

| **Courses** | **State Requirements** |
|---|---|
| English | 4 (including English I, II, III, and IV) |
| Mathematics | 4 (including Introduction to Math, NC Math I, Financial Managemen (to include 150 work hours)) |
| Science | 3 (including Applied Science, Biology, and Employment Preparation |
| Social Studies | 4 (including Founding Principles of the United States of America an Economics and Personal Finance, Employment Preparation II: Citiz Employment Preparation II: Citizenship IB (to include 75 work hour |
| Health/P.E. | 1 |
| Career/Technical | 4 (Career/Technical Education electives) |

| | |
|---|---|
| ~~Additional Employment Preparation*~~ | ~~2 (including Employment Preparation III: Citizenship IIA (to include Preparation III: Citizenship IIB (to include 75 work hours))~~ |
| ~~Electives~~ | ~~0~~ |
| ~~Other Requirements~~ | ~~Completion of IEP objectives Career Portfolio~~ |
| ~~**Total Credits**~~ | ~~**22**~~ |

~~* The work hours included in Employment Preparation I, II, III, and IV are as follows: (1) 150 hours of school-based training with work activities and experiences that align with the student's post-school goals; (2) 225 hours of community-based training; and (3) 225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours, for a total of 600 required work hours.~~

**B. High School End-of-Course and Other Testing**

High school students must take all end-of-course (EOC) tests and Career and Technical Education (CTE) State Assessments required by the State Board of Education and pursuant to policy 3410, Testing and Assessment Program.

**C. Additional Local Board Requirements**

1. Student Course Load

Students are generally required to be enrolled in eight (8) courses per year or six (6) courses with a study period each semester. Students are not allowed to take more than two (2) Advanced Placement courses per semester without informed parental consent. Students may be enrolled in no more than eight (8) courses per academic year (including summer), including NCVPS courses.

**D. Special Circumstances Regarding Graduation**

1. Honor Graduates

Honor graduates may be designated by the principals on the basis of criteria established by the superintendent. Recognition of honor graduates may be included in graduation programs. This includes recognition of students who earn designation as North Carolina Academic Scholars. Honor graduates may wear tassels or other cords signifying this honor.

2. Students with Disabilities

Graduation requirements must be applied to students with disabilities to the extent required by state and federal law and State Board policy.

3. Graduation Certificate

a. A student who does not earn a high school diploma shall receive a graduation certificate and shall be allowed to participate in graduation exercises provided the following:

(1) has been identified as a "child with a disability" as defined by G.S. 115C-106.3(1); and

(2) has completed the course requirements or reached the maximum age of entitlement (22 years old).

b. A Principal may recommend a graduation certificate to any student.

c. After completing four years of high school, a student may participate in graduation exercises before they begin an approved externship transition program. Participation in graduation exercises will not waive a student's right to return to school as permitted by law.

4. Children of Military Families

In order to facilitate the on-time graduation of children of military families, as defined in policy 4050, Children of Military Families, school officials shall comply with the requirements of the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5), G.S. 115C-407.12, and the following requirements.

a. Waiver Requirements

Specific course work required for graduation will be waived for children of military families if similar course work has been satisfactorily

completed in another school system. If a waiver is not granted, school administrators shall provide the student with reasonable justification for the denial. If a waiver is not granted to a student who would qualify to graduate from the sending school, the superintendent or designee shall provide the student with an alternative means of acquiring the required coursework so that graduation may occur on time.

b. Testing Requirements

The superintendent shall accept from children of military families the following in lieu of local tests required for graduation: 1) exit or end-of-course exams required for graduation from the sending state; 2) national norm- referenced achievement tests; or 3) alternative testing. If these alternatives are not feasible for a student transferring in his or her senior year, section c below will apply.

c. Transfers During Senior Year

If a child of a military family transferring at the beginning or during his or her senior year is ineligible to graduate from the school system after all the alternatives listed above have been considered and the student meets the graduation requirements at his or her sending school, then school officials from the school system and the sending school system shall collaborate to ensure that the student will receive a diploma from the sending board of education.

5. Early Graduation

Students have the option of graduating early by completing the State Board of Education minimum graduation requirements on an accelerated three-year pathway. Students choosing to use an accelerated pathway must follow the process required for early graduation as described in State Board Policies GRAD-001 and GRAD-006.

6. Mid-Year Graduation

The anticipated year of graduation shall ordinarily be four complete school years (8 semesters) after the student enters ninth grade. Seniors who have satisfied all North Carolina and CHCCS graduation requirements at the end of the first semester of their senior year are eligible to graduate in January of their senior year (mid-year graduation). This option is available only for

eligible students who affirmatively elect to graduate at the mid-year. Students who are eligible for mid- year graduation who do not make this election will continue to be enrolled in CHCCS and graduate in June of their senior year.

a. Diplomas for midyear graduates will be conferred in accordance with CHCCS procedures and timelines.
b. Midyear graduates may participate in the spring commencement ceremony consistent with district guidelines.
c. Upon graduation, students are formally withdrawn as graduates and are no longer eligible for enrollment, coursework, or high school activities.
d. Fifth-year seniors are required to graduate at the midyear point (end of the first semester) once all state and CHCCS graduation requirements have been earned and verified. Continued enrollment beyond midyear is not permitted for students who have completed all graduation requirements.

7. Diploma Endorsements

Students have the opportunity to earn diploma endorsements as described in State Board Policy GRAD-007. No endorsement is required to receive a diploma.

**E. Notification and Support**

Students who seek assistance or are identified as likely to need assistance in meeting an academic requirement must be provided opportunities for remedial or additional instruction in accordance with Board Policy 3420: Student Progression and Placement.

Legal References: G.S. 115C, -47, -81.25(c)(10)(c), -81.45(d), -81.65, -81.90(c), -83.31, -83.32, -174.11, -276, -288, -407.5, -407.12; 16 N.C.A.C. 6D .0309, .0510; State Board of Education Policies, CCRE-001, GRAD-001, GRAD-004, GRAD-006, GRAD-007, GRAD-008, GRAD-010, TEST-003

Cross References: Goals and Objectives of the Educational Program (Policy 3000), Options to Earn Course Credit for Graduation (Policy 3101), Testing and Assessment Program (Policy 3410), Student Progression and Placement (Policy 3420), Class Rankings (Policy 3450), Citizenship and Character Education (Policy 3530), Children of Military Families (Policy 4050), *District Course Catalog

Adopted: 4/10/03

Revised: 12/15/05, 6/7/07, 8/14/08, 2/5/09, 10/1/09, 5/20/10, 5/5/11, 4/23/15, 4/20/17, 3/15/18, 3/7/19, 7/23/2020, 4/22/21, 7/22/21, 2/17/22, 3/16/23, 9/19/2024

**Chapel Hill-Carrboro Schools**

# Board of Education Agenda Abstract

Meeting Date: September 17, 2026
Agenda Type: Consent

**Subject:** 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.

| | | | |
|---|---|---|---|
| **Division:** | Operations | **Department:** | Operations and Facilities |
| **Person Responsible:** | Al Ciarochi, Deputy Superintendent of Operations | **Feedback Requested From:** | Jonathan Scott, Chief Financial Officer, Kirk Vaughn, Orange County Director of Budget, Gary Donaldson, Orange County Director of Finance |

**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):**
R & R Fund Culbreth Middle Roof Replacement Phase 1.pdf

**PURPOSE:**

CHCCS Board of Education approval and authorization for the Board Chair to sign the application for the NC Education Lottery Public School Building Repair & Renovation Fund proceeds.

**BACKGROUND:**

The Public School Building Repair & Renovation Fund was established by S.L. 2021-180, Section 4.4. (a1). The purpose of the Fund is to provide revenue to counties for repair and renovation projects. Per G.S. 115C-546.16, counties are to utilize funds for enlargement, improvement, expansion, repair, or renovation of classroom facilities at public school buildings within local school administrative units (LEAs) located in the county. As used in this context, "Public School Buildings" shall include only facilities for individual schools that are used for instructional and related purposes, and does not include administration, maintenance, or other facilities.

Upon approval and execution by the Board Chair, the application will be sent to the Orange Board of County Commissioners for approval and submission to the NC Education Lottery Fund.

**FINANCIAL IMPACT:**
The lottery proceeds are being applied to the Culbreth Middle School roof replacement project, as previously approved by the CHCCS Board of Education FY27 Capital Investment Plan.

**PERSONNEL IMPACT:**
None.

**SUGGESTED ACTION:** 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.

**RESOLUTION:** Be it, therefore, resolved that the Board of Education approves the NC Department of Public Instruction application to release proceeds, in the amount of $376,666.00, from the North Carolina Education Lottery account and authorizes the Board Chair to sign the application for the NC Education Lottery Public School Building Repair & Renovation Fund.

**DISTRIBUTION REQUEST**
**PUBLIC SCHOOL BUILDING**
**REPAIR & RENOVATION FUND**
**NORTH CAROLINA EDUCATION LOTTERY**

| DPI USE ONLY |
|---|
| Approved By: _____ |
| Date: _____ |

**Date of Request:** 09/17/2026

County: Orange
Contact Person: Gary Donaldson
Address: 300 West Tryon Street, Hillsborough, NC 27278
Title: Chief Financial Officer
LEA: Chapel Hill-Carrboro City Schools-681
Phone: 919-245-2453
Address: 750 S. Merritt Mill Road, Chapel Hill, NC 27516
Email: gdonaldson@orangecountync.gov

Project Title: Culbreth Roof Replacement
Project Address: 225 Culbreth Road
Chapel Hill, NC 27516
Type of Facility: Middle School

**The Public School Building Repair & Renovation Fund was established by S.L. 2021-180, Section 4.4.(a1). The purpose of the Fund is to provide revenue to counties for repair and renovation projects. Per G.S. 115C-546.16, counties are to utilize funds for enlargement, improvement, expansion, repair, or renovation of classroom facilities at public school buildings within local school administrative units (LEAs) located in the county. As used in this context, "Public School Buildings" shall include only facilities for individual schools that are used for instructional and related purposes, and does not include administration, maintenance, or other facilities.**

Brief Project Description (include est. start/end dates): Phase One Roof Replacement and Design

Estimated Start Date: 6/14/2026 Estimated Completion Date: 9/14/2026

Estimated Costs:

| | |
|---|---|
| Planning and Design Services | $ 116,000.00 |
| New Construction – Facility Enlargement | $ 0.00 |
| New Construction – Addition(s) | $ 0.00 |
| Existing Construction – Facility Improvements | $ 0.00 |
| Existing Construction – Facility Repairs | $ 0.00 |
| Existing Construction – Facility Renovations | $ 868,500.00 |
| **TOTAL** | $ 984,500.00 |

We, the undersigned, agree to submit a statement of state monies expended for this project within 60 days following completion of the project.

The County Commissioners and the Board of Education do hereby jointly request approval of the above project, and request the release of $ 376,666.00 from the Public School Building Repair & Renovation Fund. We certify that the project herein described is within the parameters of G.S. 115C-546.

(Signature – Chair, County Commissioners) (Date) 09/17/2026

(Signature – Chair, Board of Education) (Date)

PRINT FORM

Form Date: March 12, 2024

CLEAR FORM

# Board of Education Agenda Abstract

Meeting Date: September 17, 2026
Agenda Type: Consent

**Subject:** 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

| | | | |
|---|---|---|---|
| **Division:** | Business and Financial Services Division | **Department:** | Budget/Finance |
| **Person Responsible:** | Jonathan Scott, Chief Financial Officer and Justin Kiser, Assistant Finance Officer | **Feedback Requested From:** | |

**Strategic Plan Alignment:** Equitable and Transparent Fiscal Stewardship and Operations

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

**Attachment(s):**
August Vendor Report.pdf

**PURPOSE:**
To inform the Board of all payments (AP) and encumbrances (PO) made to vendors from July 1, 2026 August 31, 2026 over the aggregate amount of $50,000.

**BACKGROUND:**
At the March 5, 2020 Board of Education meeting, members of the Board directed the Financial and Business Services Division to design a report that would update the Board on a monthly basis on cumulative payments and encumbrances for any vendor exceeding $50,000 during the fiscal year. The attachment reflects all payments and purchase orders issued to vendors that meet those criteria from July 1, 2026 - August 31, 2026.

**FINANCIAL IMPACT:**
As outlined in the abstract and accompanying attachments.

**PERSONNEL IMPACT:**
N/A

**SUGGESTED ACTION:** 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

**RESOLUTION:** Be it, therefore, resolved that the Board of Education approves the

schedule of vendor payments and encumbrances over $50,000 for FYE 6/30/2026 as of 8/31/2026.

CHAPEL HILL-CARRBORO CITY SCHOOLS

**Cumulative Schedule of Vendor Payments over $50,000 for the Fiscal Year as of August 31, 2026 (Fiscal Year 2027 Cash Basis)**

| Vendor Name | Grade Level, Object Description for Purpose Description | YTD Expenditures | YTD Encumbrances | Expenditures + Encumbrances |
|---|---|---|---|---|
| **NUTRITION INC** | Central Office, Contracted Services for Nutrition Services in the School Nutrition for General | - | 4,590,587 | 4,590,587 |
| | Central Office, Food Purchases for Community Schools in the Commuity Schools for | 4,195 | - | 4,195 |
| | District Level, Food Purchases for Board of Education in the Non-Instructional Support Personnel for BOE | 350 | 7,148 | 7,498 |
| | Elementary School, Food Purchases for School Principal in the Non-Instructional Support Personnel for McDougle ES | - | 1,398 | 1,398 |
| | District Level, Food Purchases for HR in the Non-Instructional Support Personnel for Human Resource Management | - | 806 | 806 |
| ***NUTRITION INC Total*** | | ***4,545*** | ***4,599,939*** | ***$ 4,604,484*** |
| **HES INTERMEDIATE HOLDINGS LLC** | Central Office, Contracted Services for Custodial/Housekeeping in the Non-Instructional Support Personnel for Maintenance Services | - | 1,000,000 | 1,000,000 |
| | Central Office, Contracted Services for Custodial/Housekeeping in the Non-Instructional Support Personnel for Custodial | - | 2,264,671 | 2,264,671 |
| ***HES INTERMEDIATE HOLDINGS LLC Total*** | | ***-*** | ***3,264,671*** | ***$ 3,264,671*** |
| **DUKE ENERGY CORPORATION** | Central Office, Public Utilities, Electric Sv for Public Utility & Energy in the Non-Instructional Support Personnel for General | 22,394 | 2,116,009 | 2,138,403 |
| | Central Office, Public Utilities, Electric Sv for Pupil Transportation in the Transportation of Pupils for Transportation | 3,182 | - | 3,182 |
| | Elementary School, Public Utilities, Electric Sv for Public Utility & Energy in the Non-Instructional Support Personnel for General | 220,365 | - | 220,365 |
| | High School, Public Utilities, Electric Sv for Public Utility & Energy in the Non-Instructional Support Personnel for General | 145,423 | - | 145,423 |
| | Middle School, Public Utilities, Electric Sv for Public Utility & Energy in the Non-Instructional Support Personnel for General | 98,986 | - | 98,986 |
| ***DUKE ENERGY CORPORATION Total*** | | ***490,350*** | ***2,116,009*** | ***$ 2,606,358*** |
| **LS3P ASSOCIATES LTD** | Central Office, Architects Fees for Bond Revenue in the CIP Projects Related to the 2024 Orange County School Building Bond for | 134,319 | 2,248,753 | 2,383,072 |
| ***LS3P ASSOCIATES LTD Total*** | | ***134,319*** | ***2,248,753*** | ***$ 2,383,072*** |
| **BAR ROOFING AND MAINTENANCE LLC** | High School, Contracted Repairs, Land/Bldg for Maintenance in the County Bond Projects for 54022 - Deferred Maintenance | - | - | - |
| | Central Office, General Contract (Construction) for Bond Revenue in the CIP Projects Related to the 2024 Orange County School Building Bond for | 1,380,739 | 278,461 | 1,659,200 |
| ***BAR ROOFING AND MAINTENANCE LLC Total*** | | ***1,380,739*** | ***278,461*** | ***$ 1,659,200*** |
| **TRAFERA HOLDINGS LLC** | Central Office, Computer Equipment, Inventoried for Bond Revenue in the County Bond Projects for 54013 - Technology | 1,152,897 | - | 1,152,897 |
| ***TRAFERA HOLDINGS LLC Total*** | | ***1,152,897*** | ***-*** | ***$ 1,152,897*** |
| **TURNER & TOWNSEND HEERY LLC** | Central Office, Construction Mgt Contracts for Bond Revenue in the CIP Projects Related to the 2024 Orange County School Building Bond for | 57,882 | 1,014,416 | 1,072,298 |
| ***TURNER & TOWNSEND HEERY LLC Total*** | | ***57,882*** | ***1,014,416*** | ***$ 1,072,298*** |
| **JANEZIC BUILDING GROUP LLC** | High School, General Contract (Construction) for Bond Revenue in the County Bond Projects for 54022 - Deferred Maintenance | - | 31,496 | 31,496 |
| | Central Office, General Contract (Construction) for Bond Revenue in the CIP Projects Related to the 2024 Orange County School Building Bond for | - | 891,000 | 891,000 |
| ***JANEZIC BUILDING GROUP LLC Total*** | | ***-*** | ***922,496*** | ***$ 922,496*** |
| **ORANGE WATER AND SEWER AUTHORITY** | Central Office, Public Utilities, Water/Sewer for Public Utility & Energy in the Non-Instructional Support Personnel for General | 5,714 | 642,630 | 648,344 |
| | Central Office, Public Utilities, Water/Sewer for Pupil Transportation in the Transportation of Pupils for Transportation | 840 | - | 840 |
| | Elementary School, Public Utilities, Water/Sewer for Public Utility & Energy in the Non-Instructional Support Personnel for General | 73,426 | - | 73,426 |
| | High School, Public Utilities, Water/Sewer for Public Utility & Energy in the Non-Instructional Support Personnel for General | 149,465 | - | 149,465 |
| | Middle School, Public Utilities, Water/Sewer for Public Utility & Energy in the Non-Instructional Support Personnel for General | 36,807 | - | 36,807 |
| ***ORANGE WATER AND SEWER AUTHORITY Total*** | | ***266,253*** | ***642,630*** | ***$ 908,882*** |
| **CENTRAL BUILDERS INC OF MEBANE** | Elementary School, HVAC Contract for Bond Revenue in the County Bond Projects for 54022 - Deferred Maintenance | 455,003 | 392,647 | 847,650 |
| ***CENTRAL BUILDERS INC OF MEBANE Total*** | | ***455,003*** | ***392,647*** | ***$ 847,650*** |
| **KERALA CAPITAL PARTNERS LLC** | Central Office, Rentals/Leases for Bond Revenue in the Classroom Teachers for Asst. Super. | 276,654 | 282,188 | 558,842 |
| ***KERALA CAPITAL PARTNERS LLC Total*** | | ***276,654*** | ***282,188*** | ***$ 558,842*** |
| **PUBLIC SERVICE COMPANY OF NORTH CAROLINA INCORPORA** | Central Office, Public Utilities, Natural Gas for Public Utility & Energy in the Non-Instructional Support Personnel for General | 2,438 | 458,348 | 460,786 |
| | Central Office, Public Utilities, Natural Gas for Pupil Transportation in the Transportation of Pupils for Transportation | 105 | - | 105 |
| | Elementary School, Public Utilities, Natural Gas for Public Utility & Energy in the Non-Instructional Support Personnel for General | 23,550 | - | 23,550 |
| | High School, Public Utilities, Natural Gas for Public Utility & Energy in the Non-Instructional Support Personnel for General | 17,940 | - | 17,940 |

CHAPEL HILL-CARRBORO CITY SCHOOLS

**Cumulative Schedule of Vendor Payments over $50,000 for the Fiscal Year as of August 31, 2026 (Fiscal Year 2027 Cash Basis)**

| Vendor Name | Grade Level, Object Description for Purpose Description | YTD Expenditures | YTD Encumbrances | Expenditures + Encumbrances |
|---|---|---|---|---|
| PUBLIC SERVICE COMPANY OF NORTH CAROLINA INCORPORA | Middle School, Public Utilities, Natural Gas for Public Utility & Energy in the Non-Instructional Support Personnel for General | 6,392 | - | 6,392 |
| ***PUBLIC SERVICE COMPANY OF NORTH CAROLINA INCORPORA Total*** | | ***50,425*** | ***458,348*** | ***$ 508,773*** |
| AEQUOR HEALTHCARE SERVICES LLC | Central Office, Contracted Services for EC in the Children with Disabilities for EC | 17,640 | 414,360 | 432,000 |
| ***AEQUOR HEALTHCARE SERVICES LLC Total*** | | ***17,640*** | ***414,360*** | ***$ 432,000*** |
| UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL | Central Office, Contracted Repairs, Equipment for Technology Support in the Non-Instructional Support Personnel for IT Operations | 4,701 | 17,127 | 21,828 |
| | Central Office, Workshop Exp/Allowable Travel for EC in the Children with Disabilities for EC | - | - | - |
| | Central Office, Workshop Exp/Allowable Travel for EC in the IDEA VI-B Special Needs Targeted Assistance for General | 513 | - | 513 |
| | Hospital School, Rentals/Leases for Homebound Instruction in the Non-Instructional Support Personnel for UNC Hospital School | 12,150 | - | 12,150 |
| | Central Office, Contracted Services for EC in the Education Workforce and Innovation Grants for General | - | 330,892 | 330,892 |
| | Central Office, Workshop Exp/Allowable Travel for Regular Curricular in the IDEA - Early Intervening Services (EIS) for General | 5,987 | - | 5,987 |
| | District Level, Workshop Exp/Allowable Travel for Pre-K Readiness/Remedial in the Head Start for Pre-K Services | - | 240 | 240 |
| | District Level, Supplies and Materials for Athletic Directors in the Non-Instructional Support Personnel for Athletic Services | 300 | - | 300 |
| | Central Office, Rentals/Leases for Regular Curricular in the Celluar Lease for General | 57,137 | - | 57,137 |
| ***UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL Total*** | | ***80,787*** | ***348,259*** | ***$ 429,046*** |
| EQUAL EYES VISION SERVICES LLC | Central Office, Contracted Services for EC in the Children with Disabilities for EC | 1,800 | 415,750 | 417,550 |
| ***EQUAL EYES VISION SERVICES LLC Total*** | | ***1,800*** | ***415,750*** | ***$ 417,550*** |
| KRYSTAL BURRELL | Central Office, K-12, Pupil Transportation Contract for Pupil Transportation in the Transportation of Pupils for Transportation | 3,150 | - | 3,150 |
| | Central Office, K-12, Pupil Transportation Contract for Pupil Transportation in the Local Transportation Costs (Not Eligible for State Reimbursement) for Transportation | 13,455 | 361,545 | 375,000 |
| ***KRYSTAL BURRELL Total*** | | ***16,605*** | ***361,545*** | ***$ 378,150*** |
| TOSHIBA AMERICA BUSINESS SOLUTIONS INC | Central Office, Contracted Services for Regular Curricular in the Non-Instructional Support Personnel for General | - | 333,250 | 333,250 |
| ***TOSHIBA AMERICA BUSINESS SOLUTIONS INC Total*** | | ***-*** | ***333,250*** | ***$ 333,250*** |
| PUBLIC CONSULTING GROUP INC | Central Office, Other Professional/Technical Svc for EC in the Medicaid Administrative Outreach Program for Finance/CN Services | - | 24,052 | 24,052 |
| | Central Office, Computer Software and Supplies for Guidance Services in the Non-Instructional Support Personnel for | - | 27,721 | 27,721 |
| | Central Office, Other Professional/Technical Svc for EC in the Medicaid Direct Services Reimbursement Program for General | 12,419 | 243,357 | 255,776 |
| ***PUBLIC CONSULTING GROUP INC Total*** | | ***12,419*** | ***295,130*** | ***$ 307,549*** |
| PIEDMONT ELECTRIC MEMBERSHIP COOPERATIVE | High School, Public Utilities, Electric Sv for Public Utility & Energy in the Non-Instructional Support Personnel for General | 49,578 | 252,599 | 302,177 |
| ***PIEDMONT ELECTRIC MEMBERSHIP COOPERATIVE Total*** | | ***49,578*** | ***252,599*** | ***$ 302,177*** |
| NWN Corporation | Central Office, Computer Software and Supplies for Bond Revenue in the County Bond Projects for 54013 - Technology | 58,082 | 229,804 | 287,886 |
| ***NWN Corporation Total*** | | ***58,082*** | ***229,804*** | ***$ 287,886*** |
| THARRINGTON SMITH LLP | District Level, Contracted Services for Legal Services in the Non-Instructional Support Personnel for BOE | 25,448 | 201,627 | 227,075 |
| ***THARRINGTON SMITH LLP Total*** | | ***25,448*** | ***201,627*** | ***$ 227,075*** |
| CLANCY & THEYS CONSTRUCTION CO | Central Office, Contracted Services for Bond Revenue in the CIP Projects Related to the 2024 Orange County School Building Bond for | - | 227,058 | 227,058 |
| ***CLANCY & THEYS CONSTRUCTION CO Total*** | | ***-*** | ***227,058*** | ***$ 227,058*** |
| Daikin Applied Americas Inc | Middle School, HVAC Contract for Bond Revenue in the County Bond Projects for 54022 - Deferred Maintenance | 193,042 | - | 193,042 |
| | Elementary School, Furniture and Equipment, Inventoried for Bond Revenue in the County Bond Projects for 54005 - Indoor Air Quality | - | 16,202 | 16,202 |
| ***Daikin Applied Americas Inc Total*** | | ***193,042*** | ***16,202*** | ***$ 209,244*** |
| Duggins Mechanical of Burlington LLC | Elementary School, HVAC Contract for Bond Revenue in the County Bond Projects for 54022 - Deferred Maintenance | - | 201,880 | 201,880 |
| ***Duggins Mechanical of Burlington LLC Total*** | | ***-*** | ***201,880*** | ***$ 201,880*** |
| CURRICULUM ASSOCIATES LLC | Central Office, Computer Software and Supplies for Regular Curricular in the Classroom Materials/Instructional Supplies/Equipment for Math/Sci Elementary | 16,800 | - | 16,800 |

CHAPEL HILL-CARRBORO CITY SCHOOLS

**Cumulative Schedule of Vendor Payments over $50,000 for the Fiscal Year as of August 31, 2026 (Fiscal Year 2027 Cash Basis)**

| Vendor Name | Grade Level, Object Description for Purpose Description | YTD Expenditures | YTD Encumbrances | Expenditures + Encumbrances |
|---|---|---|---|---|
| **CURRICULUM ASSOCIATES LLC** | Central Office, Supplies and Materials for EC in the Children with Disabilities for EC | - | 997 | 997 |
| | Central Office, Supplies and Materials for Pre-K Readiness in the Head Start for Pre-K Services | - | 1,300 | 1,300 |
| | Elementary School, Computer Software and Supplies for Regular Curricular in the Classroom Materials/Instructional Supplies/Equipment for Math/Sci Elementary | 133,199 | - | 133,199 |
| ***CURRICULUM ASSOCIATES LLC Total*** | | ***149,999*** | ***2,297*** | ***$ 152,296*** |
| **CHAPEL HILL CARRBORO CITY SCHOOLS** | Central Office, Computer Software and Supplies for Regular Curricular in the Disadvantaged Student Supplemental Funding for Asst. Super. | 120 | - | 120 |
| | Central Office, Field Trips for Community Schools in the Commuity Schools for | 4,087 | - | 4,087 |
| | Central Office, Food Purchases for Community Schools in the Commuity Schools for | 837 | - | 837 |
| | Central Office, Repair Parts for Maintenance in the Maintenance Services for Maintenance Services | 372 | - | 372 |
| | Central Office, Supplies and Materials for Arts (Program Enhancement) in the Classroom Materials/Instructional Supplies/Equipment for Fine Arts | 1,571 | - | 1,571 |
| | Central Office, Supplies and Materials for Community Schools in the Commuity Schools for | 2,793 | - | 2,793 |
| | Central Office, Supplies and Materials for CTE in the Career Technical Education - Program Support Funds for General | 576 | - | 576 |
| | Central Office, Supplies and Materials for Pupil Transportation in the Transportation of Pupils for Transportation | 38 | - | 38 |
| | Central Office, Supplies and Materials for Regular Curricular in the Classroom Materials/Instructional Supplies/Equipment for Math/Sci Secondary | 886 | - | 886 |
| | Central Office, Supplies and Materials for Remedial & Suppl K-12 in the At-Risk Student Services for Equity and Inclusion | 1,300 | - | 1,300 |
| | Central Office, Supplies and Materials for Remedial & Suppl K-12 in the Disadvantaged Student Supplemental Funding for AVID | 217 | - | 217 |
| | Central Office, Supplies and Materials for Technology Support in the Non-Instructional Support Personnel for IT Operations | 132 | - | 132 |
| | Central Office, Vehicles Purchase for Maintenance in the Maintenance Services for Maintenance Services | 1,219 | - | 1,219 |
| | Central Office, Workshop Exp/Allowable Travel for EC in the Children with Disabilities for EC | 2,400 | - | 2,400 |
| | Central Office, Workshop Exp/Allowable Travel for Staff Development Unallocated in the Disadvantaged Student Supplemental Funding for AVID | 18,507 | - | 18,507 |
| | District Level, Computer Software and Supplies for Chief Operations Officer in the Non-Instructional Support Personnel for Asst. Super. | 98 | - | 98 |
| | District Level, Computer Software and Supplies for HR in the Non-Instructional Support Personnel for Human Resource Management | 154 | - | 154 |
| | District Level, Membership Dues and Fees for Public Relations & Mktg in the Non-Instructional Support Personnel for PR | 225 | - | 225 |
| | District Level, Supplies and Materials for Chief Academic Officer in the Classroom Materials/Instructional Supplies/Equipment for Asst. Super. | 30 | - | 30 |
| | District Level, Supplies and Materials for HR in the Non-Instructional Support Personnel for Human Resource Management | 167 | - | 167 |
| | District Level, Supplies and Materials for Public Relations & Mktg in the Non-Instructional Support Personnel for PR | 383 | - | 383 |
| | District Level, Supplies and Materials for Superintendent Office in the Non-Instructional Support Personnel for Superintendent | 583 | - | 583 |
| | District Level, Workshop Exp/Allowable Travel for Chief Operations Officer in the Non-Instructional Support Personnel for Asst. Super. | 2,245 | - | 2,245 |
| | District Level, Workshop Exp/Allowable Travel for Public Relations & Mktg in the Non-Instructional Support Personnel for PR | 542 | - | 542 |
| | District Level, Workshop Exp/Allowable Travel for Regular Curricular Support & Develop. in the Highly Qualified NC Teaching Graduate for Math/Sci Secondary | 380 | - | 380 |
| | District Level, Workshop Exp/Allowable Travel for Superintendent Office in the Non-Instructional Support Personnel for Superintendent | 2,071 | - | 2,071 |
| | Elementary School, Contracted Services for Regular Curricular in the Non-Instructional Support Personnel for McDougle ES | 844 | - | 844 |
| | Elementary School, Food Purchases for School Principal in the Non-Instructional Support Personnel for Glenwood ES | 323 | - | 323 |
| | Elementary School, Postage for School Principal in the Non-Instructional Support Personnel for Ephesus ES | 4 | - | 4 |
| | Elementary School, Postage for School Principal in the Non-Instructional Support Personnel for Scroggs ES | 25 | - | 25 |
| | Elementary School, Postage for School Principal in the Non-Instructional Support Personnel for Seawell ES | 104 | - | 104 |
| | Elementary School, Supplies and Materials for Custodial/Housekeeping in the Non-Instructional Support Personnel for FPG ES | 478 | - | 478 |
| | Elementary School, Supplies and Materials for Custodial/Housekeeping in the Non-Instructional Support Personnel for Morris Grove ES | 73 | - | 73 |
| | Elementary School, Supplies and Materials for Custodial/Housekeeping in the Non-Instructional Support Personnel for Scroggs ES | 73 | - | 73 |
| | Elementary School, Supplies and Materials for Custodial/Housekeeping in the Non-Instructional Support Personnel for Seawell ES | 58 | - | 58 |
| | Elementary School, Supplies and Materials for Regular Curricular in the Classroom Materials/Instructional Supplies/Equipment for Ephesus ES | 119 | - | 119 |
| | Elementary School, Supplies and Materials for Regular Curricular in the Classroom Materials/Instructional Supplies/Equipment for FPG ES | 339 | - | 339 |
| | Elementary School, Supplies and Materials for Regular Curricular in the Classroom Materials/Instructional Supplies/Equipment for Glenwood ES | 31 | - | 31 |
| | Elementary School, Supplies and Materials for Regular Curricular in the Classroom Materials/Instructional Supplies/Equipment for Scroggs ES | 372 | - | 372 |
| | Elementary School, Supplies and Materials for Regular Curricular in the Classroom Materials/Instructional Supplies/Equipment for Seawell ES | 114 | - | 114 |
| | Elementary School, Supplies and Materials for School Leadership in the Classroom Materials/Instructional Supplies/Equipment for FPG ES | 257 | - | 257 |
| | High School, Food Purchases for Alternative K-12 in the Alternative Programs and Schools for Phoenix HS | 749 | - | 749 |
| | High School, Food Purchases for School Principal in the Non-Instructional Support Personnel for Carrboro HS | 200 | - | 200 |
| | High School, K-12, Pupil Transportation Contract for Athletic Directors in the Non-Instructional Support Personnel for Chapel Hill HS | 594 | - | 594 |
| | High School, Postage for School Principal in the Non-Instructional Support Personnel for Chapel Hill HS | 4 | - | 4 |
| | High School, Supplies and Materials for Athletic Directors in the Classroom Materials/Instructional Supplies/Equipment for Chapel Hill HS | 351 | - | 351 |
| | High School, Supplies and Materials for Athletic Directors in the Classroom Materials/Instructional Supplies/Equipment for East Chapel Hill HS | 237 | - | 237 |

**Cumulative Schedule of Vendor Payments over $50,000 for the Fiscal Year as of August 31, 2026 (Fiscal Year 2027 Cash Basis)**

| Vendor Name | Grade Level, Object Description for Purpose Description | YTD Expenditures | YTD Encumbrances | Expenditures + Encumbrances |
|---|---|---|---|---|
| CHAPEL HILL CARRBORO CITY SCHOOLS | High School, Supplies and Materials for Custodial/Housekeeping in the Non-Instructional Support Personnel for Carrboro HS | 186 | - | 186 |
| | High School, Supplies and Materials for Custodial/Housekeeping in the Non-Instructional Support Personnel for East Chapel Hill HS | 198 | - | 198 |
| | High School, Supplies and Materials for School Leadership in the Classroom Materials/Instructional Supplies/Equipment for Carrboro HS | 249 | - | 249 |
| | High School, Supplies and Materials for School Leadership in the Classroom Materials/Instructional Supplies/Equipment for East Chapel Hill HS | 841 | - | 841 |
| | Hospital School, Supplies and Materials for Regular Curricular in the Classroom Materials/Instructional Supplies/Equipment for UNC Hospital School | 446 | - | 446 |
| | Hospital School, Supplies and Materials for School Leadership in the Classroom Materials/Instructional Supplies/Equipment for UNC Hospital School | 283 | - | 283 |
| | Hospital School, Workshop Exp/Allowable Travel for Staff Development Unallocated in the Highly Qualified NC Teaching Graduate for UNC Hospital School | 68 | - | 68 |
| | Middle School, Food Purchases for School Principal in the Non-Instructional Support Personnel for Smith MS | 342 | - | 342 |
| | Middle School, Supplies and Materials for Regular Curricular in the Classroom Materials/Instructional Supplies/Equipment for McDougle MS | 271 | - | 271 |
| | Middle School, Supplies and Materials for Regular Curricular in the Classroom Materials/Instructional Supplies/Equipment for Phillips MS | 386 | - | 386 |
| | Middle School, Supplies and Materials for School Leadership in the Classroom Materials/Instructional Supplies/Equipment for Culbreth MS | 43 | - | 43 |
| | Middle School, Supplies and Materials for School Leadership in the Classroom Materials/Instructional Supplies/Equipment for Smith MS | 381 | - | 381 |
| | Middle School, Workshop Exp/Allowable Travel for Staff Development Unallocated in the Highly Qualified NC Teaching Graduate for Culbreth MS | 1,160 | - | 1,160 |
| | High School, Supplies and Materials for School Leadership in the Classroom Materials/Instructional Supplies/Equipment for Chapel Hill HS | 1,095 | - | 1,095 |
| | Elementary School, Supplies and Materials for School Leadership in the Classroom Materials/Instructional Supplies/Equipment for McDougle ES | 1,469 | - | 1,469 |
| | High School, Gas/Diesel Fuel for Athletic Directors in the Non-Instructional Support Personnel for East Chapel Hill HS | 315 | - | 315 |
| | Middle School, K-12, Pupil Transportation Contract for Athletic Directors in the Non-Instructional Support Personnel for Culbreth MS | 1,066 | 5,600 | 6,666 |
| | Central Office, Food Purchases for Remedial & Suppl K-12 in the At-Risk Student Services for Equity and Inclusion | 4,476 | - | 4,476 |
| | District Level, Computer Software and Supplies for Superintendent Office in the Non-Instructional Support Personnel for Superintendent | 988 | - | 988 |
| | District Level, Travel Reimbursement for Superintendent Office in the Non-Instructional Support Personnel for Superintendent | 838 | - | 838 |
| | Elementary School, Supplies and Materials for Custodial/Housekeeping in the Non-Instructional Support Personnel for Carrboro ES | 840 | - | 840 |
| | District Level, Food Purchases for Chief of Staff and School Leadership in the Non-Instructional Support Personnel for Strategic Planning and Equity | 2,335 | - | 2,335 |
| | District Level, Supplies and Materials for LEP Coordinator in the Limited English Proficiency (LEP) for ESL | 1,369 | - | 1,369 |
| | District Level, Contracted Services for Public Relations & Mktg in the Non-Instructional Support Personnel for PR | 626 | - | 626 |
| | District Level, Supplies and Materials for Extended Day/Year Instr in the At-Risk Student Services for Equity and Inclusion | 149 | - | 149 |
| | Central Office, Food Purchases for Pre-K Readiness in the Pre-School for Pre-K Services | - | 17,200 | 17,200 |
| | Elementary School, Supplies and Materials for School Leadership in the Classroom Materials/Instructional Supplies/Equipment for Glenwood ES | 179 | - | 179 |
| | District Level, Food Purchases for LEP Coordinator in the Limited English Proficiency (LEP) for ESL | 905 | - | 905 |
| | High School, Field Trips for School Clubs in the Classroom Materials/Instructional Supplies/Equipment for East Chapel Hill HS | 1,502 | - | 1,502 |
| | Elementary School, Furniture and Equipment, Inventoried for Arts (Program Enhancement) in the Classroom Materials/Instructional Supplies/Equipment for Fine Arts | 1,438 | - | 1,438 |
| | Elementary School, Food Purchases for School Principal in the Non-Instructional Support Personnel for Carrboro ES | 459 | - | 459 |
| | Elementary School, Food Purchases for School Principal in the Non-Instructional Support Personnel for Estes Hills ES | 378 | - | 378 |
| | District Level, Membership Dues and Fees for Exceptional Education Director in the Children with Disabilities for EC | 155 | - | 155 |
| | Central Office, Field Trips for CTE in the Career Technical Education - Program Support Funds for General | - | 10,000 | 10,000 |
| | District Level, Workshop Exp/Allowable Travel for HR in the Non-Instructional Support Personnel for Human Resource Management | 800 | - | 800 |
| | District Level, Workshop Exp/Allowable Travel for Health Support in the Non-Instructional Support Personnel for Health Services | 50 | - | 50 |
| | High School, Workshop Exp/Allowable Travel for Staff Development Unallocated in the Highly Qualified NC Teaching Graduate for Chapel Hill HS | 1,726 | - | 1,726 |
| | Central Office, Supplies and Materials for Pre-K Readiness in the NC Pre-K for Pre-K Services | 10 | - | 10 |
| | Elementary School, Food Purchases for Regular Curricular in the Classroom Materials/Instructional Supplies/Equipment for Seawell ES | 134 | - | 134 |
| | Central Office, Computer Software and Supplies for Technology Support in the Classroom Teachers for IT Operations | 122 | - | 122 |
| | Middle School, Field Trips for Remedial & Suppl K-12 in the Disadvantaged Student Supplemental Funding for AVID | (416) | - | (416) |
| | District Level, Membership Dues and Fees for Chief Operations Officer in the Non-Instructional Support Personnel for Asst. Super. | 155 | - | 155 |
| | Central Office, Field Trips for Remedial & Suppl K-12 in the At-Risk Student Services for | 622 | - | 622 |
| | High School, Workshop Exp/Allowable Travel for Staff Development Unallocated in the Highly Qualified NC Teaching Graduate for East Chapel Hill HS | 640 | - | 640 |
| | Central Office, Food Purchases for Remedial & Suppl K-12 in the Disadvantaged Student Supplemental Funding for AVID | 487 | - | 487 |
| | Elementary School, Postage for School Principal in the Non-Instructional Support Personnel for Morris Grove ES | 282 | - | 282 |
| | District Level, Supplies and Materials for Regular Curricular Support & Develop. in the Non-Instructional Support Personnel for | 531 | - | 531 |
| | District Level, Workshop Exp/Allowable Travel for Exceptional Education Director in the Children with Disabilities for EC | 255 | - | 255 |
| | District Level, Food Purchases for HR in the Non-Instructional Support Personnel for Human Resource Management | 281 | - | 281 |
| | Middle School, Postage for School Principal in the Non-Instructional Support Personnel for Smith MS | 232 | - | 232 |
| | District Level, Furniture and Equipment, Inventoried for Public Relations & Mktg in the Non-Instructional Support Personnel for PR | 3,840 | - | 3,840 |
| | High School, Membership Dues and Fees for Regular Curricular in the Non-Instructional Support Personnel for Carrboro HS | 3 | - | 3 |

**Cumulative Schedule of Vendor Payments over $50,000 for the Fiscal Year as of August 31, 2026 (Fiscal Year 2027 Cash Basis)**

| Vendor Name | Grade Level, Object Description for Purpose Description | YTD Expenditures | YTD Encumbrances | Expenditures + Encumbrances |
|---|---|---|---|---|
| **CHAPEL HILL CARRBORO CITY SCHOOLS** | Middle School, Food Purchases for School Principal in the Non-Instructional Support Personnel for McDougle MS | 1,086 | - | 1,086 |
| | High School, Gas/Diesel Fuel for Athletic Directors in the Classroom Materials/Instructional Supplies/Equipment for Carrboro HS | 431 | - | 431 |
| | Central Office, Workshop Exp/Allowable Travel for Pre-K Readiness in the NC Pre-K for Pre-K Services | 2,728 | - | 2,728 |
| | Middle School, Food Purchases for Remedial & Suppl K-12 in the Disadvantaged Student Supplemental Funding for AVID | 1,203 | - | 1,203 |
| | Elementary School, Postage for School Principal in the Non-Instructional Support Personnel for Estes Hills ES | 155 | - | 155 |
| | High School, Food Purchases for School Leadership in the Classroom Materials/Instructional Supplies/Equipment for East Chapel Hill HS | 580 | - | 580 |
| | Central Office, Rentals/Leases for CTE in the Career Technical Education - Program Support Funds for General | 164 | - | 164 |
| | Central Office, Workshop Exp/Allowable Travel for Guidance Services in the Non-Instructional Support Personnel for | 1,765 | - | 1,765 |
| | Central Office, Supplies and Materials for Guidance Services in the Non-Instructional Support Personnel for | 142 | - | 142 |
| | District Level, Computer Software and Supplies for Financial Management in the Non-Instructional Support Personnel for Finance/CN Services | (263) | - | (263) |
| | Central Office, Field Trips for Arts (Program Enhancement) in the Classroom Materials/Instructional Supplies/Equipment for Fine Arts | 1,262 | - | 1,262 |
| | Middle School, Supplies and Materials for Guidance Services in the Classroom Materials/Instructional Supplies/Equipment for Culbreth MS | 25 | - | 25 |
| | District Level, Membership Dues and Fees for Staff Development Director in the Non-Instructional Support Personnel for Professional Development | 273 | - | 273 |
| | District Level, Computer Software and Supplies for Public Relations & Mktg in the Non-Instructional Support Personnel for PR | 29 | - | 29 |
| | Central Office, Food Purchases for Pre-K Readiness in the Head Start for General | - | 5,375 | 5,375 |
| | Central Office, Tuition Fees for CTE in the CTE - Credentials for General | 1,782 | - | 1,782 |
| | Central Office, Supplies and Materials for CTE in the Career Technical Education - Program Support Funds for Summer School | 517 | - | 517 |
| | Central Office, Field Trips for LEP in the Limited English Proficiency (LEP) for ESL | 989 | - | 989 |
| | Elementary School, Postage for School Principal in the Non-Instructional Support Personnel for Northside | 119 | - | 119 |
| | High School, Furniture and Equipment, Inventoried for Athletic Directors in the Non-Instructional Support Personnel for East Chapel Hill HS | 2,688 | - | 2,688 |
| | Middle School, Food Purchases for School Leadership in the Classroom Materials/Instructional Supplies/Equipment for Smith MS | 547 | - | 547 |
| | Central Office, Travel Reimbursement for Pupil Transportation in the Transportation of Pupils for Transportation | 28 | - | 28 |
| | Central Office, Rentals/Leases for EC in the Children with Disabilities for EC | 418 | - | 418 |
| | Middle School, Postage for School Principal in the Non-Instructional Support Personnel for Culbreth MS | 298 | - | 298 |
| | Central Office, Rentals/Leases for Remedial & Suppl K-12 in the At-Risk Student Services for CTE | 367 | - | 367 |
| | High School, Food Purchases for School Leadership in the Non-Instructional Support Personnel for Carrboro HS | 852 | - | 852 |
| | District Level, Computer Equipment, Inventoried for Board of Education in the Non-Instructional Support Personnel for Superintendent | 2,493 | - | 2,493 |
| | Central Office, Certification/Licensing Fees for EC in the Medicaid Direct Services Reimbursement Program for EC | 400 | - | 400 |
| ***CHAPEL HILL CARRBORO CITY SCHOOLS Total*** | | ***103,551*** | ***38,175*** | ***$ 141,726*** |
| **American Reading Company** | Elementary School, Computer Software and Supplies for Regular Curricular in the Classroom Materials/Instructional Supplies/Equipment for ELA/SS Elementary | 24,000 | 116,500 | 140,500 |
| ***American Reading Company Total*** | | ***24,000*** | ***116,500*** | ***$ 140,500*** |
| **COMPASS GROUP USA INC** | Central Office, Contracted Services for Nutrition Services in the School Nutrition for General | 122,364 | - | 122,364 |
| | District Level, Membership Dues and Fees for Board of Education in the Non-Instructional Support Personnel for BOE | 990 | - | 990 |
| ***COMPASS GROUP USA INC Total*** | | ***123,354*** | ***-*** | ***$ 123,354*** |
| **PANORAMA EDUCATION INC** | Central Office, Computer Software and Supplies for Bond Revenue in the County Bond Projects for 54013 - Technology | 117,100 | - | 117,100 |
| ***PANORAMA EDUCATION INC Total*** | | ***117,100*** | ***-*** | ***$ 117,100*** |
| **SOLIANT HEALTH LLC** | Central Office, Contracted Services for EC in the Children with Disabilities for EC | - | 107,291 | 107,291 |
| ***SOLIANT HEALTH LLC Total*** | | ***-*** | ***107,291*** | ***$ 107,291*** |
| **AMAZON CAPITAL SERVICES INC** | Central Office, Computer Equipment, Inventoried for Technology Support in the Non-Instructional Support Personnel for IT Operations | 811 | - | 811 |
| | Central Office, Supplies and Materials for Community Schools in the Commuity Schools for Afterschool | 356 | 147 | 504 |
| | Central Office, Supplies and Materials for CTE in the Career Technical Education - Program Support Funds for General | 731 | - | 731 |
| | Central Office, Supplies and Materials for EC in the Children with Disabilities for EC | 666 | 169 | 834 |
| | Central Office, Supplies and Materials for Maintenance in the Maintenance Services for Maintenance Services | - | 2,782 | 2,782 |
| | Central Office, Supplies and Materials for Pre-K Readiness in the Head Start for Pre-K Services | 6,966 | (2,182) | 4,784 |
| | Central Office, Supplies and Materials for Regular Curricular in the Classroom Materials/Instructional Supplies/Equipment for ELA/SS Elementary | 1 | 10 | 11 |
| | Central Office, Supplies and Materials for Technology Support in the Non-Instructional Support Personnel for IT Operations | 3,204 | 1,681 | 4,884 |
| | District Level, Furniture and Equipment, Inventoried for Financial Management in the Non-Instructional Support Personnel for Finance/CN Services | 791 | 234 | 1,026 |



THINK (AND ACT) DIFFERENTLY 100

**Cumulative Schedule of Vendor Payments over $50,000 for the Fiscal Year as of August 31, 2026 (Fiscal Year 2027 Cash Basis)**

| Vendor Name | Grade Level, Object Description for Purpose Description | YTD Expenditures | YTD Encumbrances | Expenditures + Encumbrances |
|---|---|---|---|---|
| **AMAZON CAPITAL SERVICES INC** | District Level, Supplies and Materials for Board of Education in the Non-Instructional Support Personnel for BOE | - | 538 | 538 |
| | District Level, Supplies and Materials for Financial Management in the Non-Instructional Support Personnel for Finance/CN Services | 118 | 204 | 322 |
| | District Level, Supplies and Materials for HR in the Non-Instructional Support Personnel for Human Resource Management | 536 | 67 | 602 |
| | District Level, Supplies and Materials for Public Relations & Mktg in the Non-Instructional Support Personnel for PR | 535 | 1,500 | 2,035 |
| | District Level, Supplies and Materials for Superintendent Office in the Non-Instructional Support Personnel for Superintendent | 324 | 784 | 1,108 |
| | Elementary School, Furniture and Equipment, Inventoried for Regular Curricular in the Classroom Teachers for Carrboro ES | - | 129 | 129 |
| | Elementary School, Furniture and Equipment, Inventoried for Regular Curricular in the Classroom Teachers for Ephesus ES | 359 | 163 | 522 |
| | Elementary School, Furniture and Equipment, Inventoried for Regular Curricular in the Classroom Teachers for FPG ES | 607 | - | 607 |
| | Elementary School, Furniture and Equipment, Inventoried for Regular Curricular in the Classroom Teachers for Glenwood ES | - | 281 | 281 |
| | Elementary School, Furniture and Equipment, Inventoried for Regular Curricular in the Classroom Teachers for McDougle ES | - | 511 | 511 |
| | Elementary School, Furniture and Equipment, Inventoried for Regular Curricular in the Classroom Teachers for Northside | - | 61 | 61 |
| | Elementary School, Furniture and Equipment, Inventoried for Regular Curricular in the Classroom Teachers for Seawell ES | - | 193 | 193 |
| | Elementary School, Supplies and Materials for Custodial/Housekeeping in the Non-Instructional Support Personnel for FPG ES | 121 | - | 121 |
| | Elementary School, Supplies and Materials for Custodial/Housekeeping in the Non-Instructional Support Personnel for Glenwood ES | 23 | 241 | 264 |
| | Elementary School, Supplies and Materials for Custodial/Housekeeping in the Non-Instructional Support Personnel for Rashkis ES | - | 160 | 160 |
| | Elementary School, Supplies and Materials for Custodial/Housekeeping in the Non-Instructional Support Personnel for Scroggs ES | 169 | - | 169 |
| | Elementary School, Supplies and Materials for Regular Curricular in the Classroom Materials/Instructional Supplies/Equipment for Ephesus ES | 3,521 | 641 | 4,162 |
| | Elementary School, Supplies and Materials for Regular Curricular in the Classroom Materials/Instructional Supplies/Equipment for Estes Hills ES | 668 | 249 | 917 |
| | Elementary School, Supplies and Materials for Regular Curricular in the Classroom Materials/Instructional Supplies/Equipment for FPG ES | 964 | 197 | 1,161 |
| | Elementary School, Supplies and Materials for Regular Curricular in the Classroom Materials/Instructional Supplies/Equipment for Glenwood ES | 959 | 828 | 1,788 |
| | Elementary School, Supplies and Materials for Regular Curricular in the Classroom Materials/Instructional Supplies/Equipment for Math/Sci Elementary | 290 | 538 | 828 |
| | Elementary School, Supplies and Materials for Regular Curricular in the Classroom Materials/Instructional Supplies/Equipment for McDougle ES | - | 2,360 | 2,360 |
| | Elementary School, Supplies and Materials for Regular Curricular in the Classroom Materials/Instructional Supplies/Equipment for Morris Grove ES | - | 204 | 204 |
| | Elementary School, Supplies and Materials for Regular Curricular in the Classroom Materials/Instructional Supplies/Equipment for Northside | 1,584 | 65 | 1,649 |
| | Elementary School, Supplies and Materials for Regular Curricular in the Classroom Materials/Instructional Supplies/Equipment for Rashkis ES | - | 876 | 876 |
| | Elementary School, Supplies and Materials for Regular Curricular in the Classroom Materials/Instructional Supplies/Equipment for Scroggs ES | 54 | 64 | 118 |
| | Elementary School, Supplies and Materials for Regular Curricular in the Classroom Materials/Instructional Supplies/Equipment for Seawell ES | - | 4,041 | 4,041 |
| | Elementary School, Supplies and Materials for Remedial & Suppl K-12 in the Classroom Materials/Instructional Supplies/Equipment for Glenwood ES | 55 | - | 55 |
| | Elementary School, Supplies and Materials for Safety & Security in the At-Risk Student Services for Glenwood ES | 39 | - | 39 |
| | Elementary School, Supplies and Materials for School Leadership in the Classroom Materials/Instructional Supplies/Equipment for Carrboro ES | 235 | 157 | 392 |
| | Elementary School, Supplies and Materials for School Leadership in the Classroom Materials/Instructional Supplies/Equipment for Ephesus ES | 14 | 132 | 146 |
| | Elementary School, Supplies and Materials for School Leadership in the Classroom Materials/Instructional Supplies/Equipment for FPG ES | 96 | - | 96 |
| | High School, Furniture and Equipment, Inventoried for CTE in the Career Technical Education - Program Support Funds for General | - | 163 | 163 |
| | High School, Furniture and Equipment, Inventoried for Regular Curricular in the Classroom Teachers for Carrboro HS | - | 302 | 302 |
| | High School, Furniture and Equipment, Inventoried for Regular Curricular in the Classroom Teachers for Chapel Hill HS | 90 | 1,287 | 1,377 |
| | High School, Supplies and Materials for Arts (Program Enhancement) in the Classroom Materials/Instructional Supplies/Equipment for Fine Arts | 158 | - | 158 |
| | High School, Supplies and Materials for CTE in the Career Technical Education - Program Support Funds for General | 757 | 257 | 1,013 |
| | High School, Supplies and Materials for Custodial/Housekeeping in the Non-Instructional Support Personnel for Carrboro HS | - | 266 | 266 |
| | High School, Supplies and Materials for Custodial/Housekeeping in the Non-Instructional Support Personnel for Chapel Hill HS | 56 | 115 | 171 |
| | High School, Supplies and Materials for Regular Curricular in the Classroom Materials/Instructional Supplies/Equipment for Carrboro HS | - | 3,980 | 3,980 |
| | High School, Supplies and Materials for Regular Curricular in the Classroom Materials/Instructional Supplies/Equipment for Chapel Hill HS | 2,402 | 2,107 | 4,510 |
| | High School, Supplies and Materials for Regular Curricular in the Classroom Materials/Instructional Supplies/Equipment for East Chapel Hill HS | 238 | 759 | 997 |
| | High School, Supplies and Materials for Regular Curricular in the Classroom Materials/Instructional Supplies/Equipment for Phoenix HS | 46 | - | 46 |
| | High School, Supplies and Materials for Safety & Security in the At-Risk Student Services for Carrboro HS | 67 | 278 | 345 |
| | High School, Supplies and Materials for Safety & Security in the At-Risk Student Services for Chapel Hill HS | 19 | 279 | 298 |
| | High School, Supplies and Materials for Safety & Security in the At-Risk Student Services for East Chapel Hill HS | - | 230 | 230 |
| | High School, Supplies and Materials for School Leadership in the Classroom Materials/Instructional Supplies/Equipment for Carrboro HS | 180 | 146 | 326 |
| | High School, Supplies and Materials for School Leadership in the Classroom Materials/Instructional Supplies/Equipment for East Chapel Hill HS | - | - | - |
| | Hospital School, Supplies and Materials for Regular Curricular in the Classroom Materials/Instructional Supplies/Equipment for UNC Hospital School | 550 | - | 550 |
| | Hospital School, Workshop Exp/Allowable Travel for Staff Development Unallocated in the Highly Qualified NC Teaching Graduate for UNC Hospital School | 108 | - | 108 |
| | Middle School, Furniture and Equipment, Inventoried for Regular Curricular in the Classroom Teachers for Culbreth MS | 116 | 298 | 414 |
| | Middle School, Furniture and Equipment, Inventoried for Regular Curricular in the Classroom Teachers for McDougle MS | 361 | 1,293 | 1,654 |



THINK (AND ACT) DIFFERENTLY 101

CHAPEL HILL-CARRBORO CITY SCHOOLS

**Cumulative Schedule of Vendor Payments over $50,000 for the Fiscal Year as of August 31, 2026 (Fiscal Year 2027 Cash Basis)**

| Vendor Name | Grade Level, Object Description for Purpose Description | YTD Expenditures | YTD Encumbrances | Expenditures + Encumbrances |
|---|---|---|---|---|
| **AMAZON CAPITAL SERVICES INC** | Middle School, Furniture and Equipment, Inventoried for Regular Curricular in the Classroom Teachers for Smith MS | 95 | 172 | 267 |
| | Middle School, Supplies and Materials for Athletic Directors in the Classroom Materials/Instructional Supplies/Equipment for McDougle MS | 337 | 111 | 448 |
| | Middle School, Supplies and Materials for CTE in the Career Technical Education - Program Support Funds for General | 363 | - | 363 |
| | Middle School, Supplies and Materials for Custodial/Housekeeping in the Non-Instructional Support Personnel for McDougle MS | 115 | - | 115 |
| | Middle School, Supplies and Materials for Custodial/Housekeeping in the Non-Instructional Support Personnel for Smith MS | 1,096 | 196 | 1,292 |
| | Middle School, Supplies and Materials for Regular Curricular in the Classroom Materials/Instructional Supplies/Equipment for Culbreth MS | 2,353 | 638 | 2,991 |
| | Middle School, Supplies and Materials for Regular Curricular in the Classroom Materials/Instructional Supplies/Equipment for McDougle MS | 883 | 562 | 1,445 |
| | Middle School, Supplies and Materials for Regular Curricular in the Classroom Materials/Instructional Supplies/Equipment for Phillips MS | 1,156 | - | 1,156 |
| | Middle School, Supplies and Materials for Regular Curricular in the Classroom Materials/Instructional Supplies/Equipment for Smith MS | 2,277 | 3,141 | 5,418 |
| | Middle School, Supplies and Materials for Safety & Security in the At-Risk Student Services for Smith MS | 226 | - | 226 |
| | Middle School, Supplies and Materials for School Leadership in the Classroom Materials/Instructional Supplies/Equipment for Culbreth MS | 157 | 21 | 178 |
| | Middle School, Supplies and Materials for School Leadership in the Classroom Materials/Instructional Supplies/Equipment for McDougle MS | 486 | - | 486 |
| | Middle School, Supplies and Materials for School Leadership in the Classroom Materials/Instructional Supplies/Equipment for Smith MS | 255 | - | 255 |
| | High School, Supplies and Materials for Remedial & Suppl K-12 in the Disadvantaged Student Supplemental Funding for AVID | 240 | 1,136 | 1,375 |
| | High School, Supplies and Materials for School Leadership in the Classroom Materials/Instructional Supplies/Equipment for Chapel Hill HS | - | 732 | 732 |
| | Elementary School, Supplies and Materials for School Leadership in the Classroom Materials/Instructional Supplies/Equipment for McDougle ES | 1,507 | 279 | 1,786 |
| | Elementary School, Supplies and Materials for Safety & Security in the At-Risk Student Services for FPG ES | 79 | - | 79 |
| | Elementary School, Supplies and Materials for Custodial/Housekeeping in the Non-Instructional Support Personnel for Carrboro ES | 190 | - | 190 |
| | District Level, Supplies and Materials for Chief of Staff and School Leadership in the Non-Instructional Support Personnel for Strategic Planning and Equity | 123 | - | 123 |
| | Central Office, Furniture and Equipment, Inventoried for Technology Support in the Non-Instructional Support Personnel for IT Operations | 600 | - | 600 |
| | Central Office, Furniture and Equipment, Inventoried for Bond Revenue in the Classroom Teachers for Finance/CN Services | - | 12,395 | 12,395 |
| | District Level, Supplies and Materials for Human Resources Recruitment in the Non-Instructional Support Personnel for Health Services | - | 538 | 538 |
| | High School, Furniture and Equipment, Inventoried for Regular Curricular in the Classroom Teachers for Phoenix HS | 74 | - | 74 |
| | High School, Supplies and Materials for School Leadership in the Classroom Materials/Instructional Supplies/Equipment for Phoenix HS | 92 | 102 | 195 |
| | Elementary School, Supplies and Materials for Remedial & Suppl K-12 in the Classroom Materials/Instructional Supplies/Equipment for Seawell ES | - | 629 | 629 |
| | Central Office, Furniture and Equipment, Inventoried for EC in the Children with Disabilities for EC | 125 | 2 | 126 |
| | District Level, Furniture and Equipment, Inventoried for Chief of Staff and School Leadership in the Non-Instructional Support Personnel for Strategic Planning and Equity | 729 | - | 729 |
| | Central Office, Computer Equipment, Inventoried for CTE in the Career Technical Education - Program Support Funds for General | - | 135 | 135 |
| | High School, Supplies and Materials for Safety & Security in the At-Risk Student Services for Phoenix HS | - | 79 | 79 |
| | Central Office, Furniture and Equipment, Inventoried for Maintenance in the Maintenance Services for Maintenance Services | 2,373 | - | 2,373 |
| | District Level, Supplies and Materials for Staff Development Director in the Non-Instructional Support Personnel for Professional Development | 233 | - | 233 |
| | Elementary School, Supplies and Materials for Health Services in the Non-Instructional Support Personnel for Seawell ES | - | 86 | 86 |
| | District Level, Supplies and Materials for Planning, Research Dev & Prog in the Non-Instructional Support Personnel for | 106 | 70 | 176 |
| | Elementary School, Supplies and Materials for Health Services in the Non-Instructional Support Personnel for Carrboro ES | - | 129 | 129 |
| | Central Office, Supplies and Materials for CTE in the Career Technical Education - Program Support Funds for Summer School | 160 | - | 160 |
| | Middle School, Supplies and Materials for Remedial & Suppl K-12 in the Classroom Materials/Instructional Supplies/Equipment for Smith MS | 16 | - | 16 |
| | Middle School, Furniture and Equipment, Inventoried for Custodial/Housekeeping in the Non-Instructional Support Personnel for Smith MS | 499 | - | 499 |
| | Central Office, Supplies and Materials for Grounds Repair Parts and Labor in the Maintenance Services for Maintenance Services | 1,285 | - | 1,285 |
| | District Level, Computer Equipment, Inventoried for Financial Management in the Non-Instructional Support Personnel for Finance/CN Services | 210 | - | 210 |
| | High School, Food Purchases for School Leadership in the Non-Instructional Support Personnel for Carrboro HS | - | 122 | 122 |
| | Elementary School, Supplies and Materials for Technology Support in the Non-Instructional Support Personnel for IT Operations | 16 | - | 16 |
| | District Level, Supplies and Materials for Staff Development Director in the Non-Instructional Support Personnel for 0 | - | 304 | 304 |
| | Central Office, Supplies and Materials for Remedial & Suppl K-12 in the ESEA Title I - School Improvement for General | - | 992 | 992 |
| ***AMAZON CAPITAL SERVICES INC Total*** | | ***48,399*** | ***52,356*** | ***$ 100,756*** |
| **BUCKEYE INTERNATIONAL INC** | Central Office, Supplies and Materials for Custodial/Housekeeping in the Non-Instructional Support Personnel for Maintenance Services | - | - | - |
| | Central Office, Supplies and Materials for Custodial/Housekeeping in the Non-Instructional Support Personnel for | 99,298 | 180 | 99,478 |
| ***BUCKEYE INTERNATIONAL INC Total*** | | ***99,298*** | ***180*** | ***$ 99,478*** |
| **IMEG CONSULTANTS CORP** | Central Office, Architects Fees for Bond Revenue in the CIP Projects Related to the 2024 Orange County School Building Bond for | - | 98,250 | 98,250 |
| ***IMEG CONSULTANTS CORP Total*** | | ***-*** | ***98,250*** | ***$ 98,250*** |

CHAPEL HILL-CARRBORO CITY SCHOOLS

**Cumulative Schedule of Vendor Payments over $50,000 for the Fiscal Year as of August 31, 2026 (Fiscal Year 2027 Cash Basis)**

| Vendor Name | Grade Level, Object Description for Purpose Description | YTD Expenditures | YTD Encumbrances | Expenditures + Encumbrances |
|---|---|---|---|---|
| MAXIM HEALTHCARE SERVICES INC | Central Office, Contracted Services for Health Services in the Medicaid Direct Services Reimbursement Program for EC | 8,617 | 84,150 | 92,767 |
| *MAXIM HEALTHCARE SERVICES INC Total* | | ***8,617*** | ***84,150*** | ***$ 92,767*** |
| CRA ASSOCIATES INC | Central Office, Architects Fees for Bond Revenue in the County Bond Projects for 54022 - Deferred Maintenance | - | 92,480 | 92,480 |
| *CRA ASSOCIATES INC Total* | | ***-*** | ***92,480*** | ***$ 92,480*** |
| IXL LEARNING INC | Central Office, Computer Software and Supplies for Regular Curricular in the Classroom Materials/Instructional Supplies/Equipment for Asst. Super. | 90,464 | - | 90,464 |
| *IXL LEARNING INC Total* | | ***90,464*** | ***-*** | ***$ 90,464*** |
| BRADY TRANE SERVICE INC | Elementary School, Repair Parts for Bond Revenue in the County Bond Projects for 54022 - Deferred Maintenance | - | 10,130 | 10,130 |
| | High School, Contracted Services for Bond Revenue in the County Bond Projects for 54005 - Indoor Air Quality | - | 41,939 | 41,939 |
| | High School, Repair Parts for Bond Revenue in the County Bond Projects for 54005 - Indoor Air Quality | - | 34,131 | 34,131 |
| | Central Office, Other Professional/Technical Svc for HVAC Repair Parts and Related Labor in the Maintenance Services for Maintenance Services | - | 2,941 | 2,941 |
| *BRADY TRANE SERVICE INC Total* | | ***-*** | ***89,141*** | ***$ 89,141*** |
| JACOB BLANKENSHIP | Central Office, Improvements to Existing Sites for Bond Revenue in the County Bond Projects for 54008 - Parking/Paving | 52,890 | - | 52,890 |
| | Central Office, Contracted Repairs, Land/Bldg for Maintenance in the County Bond Projects for 54022 - Deferred Maintenance | 5,160 | - | 5,160 |
| | High School, Contracted Repairs, Land/Bldg for Maintenance in the County Bond Projects for 54022 - Deferred Maintenance | - | 30,557 | 30,557 |
| *JACOB BLANKENSHIP Total* | | ***58,050*** | ***30,557*** | ***$ 88,607*** |
| TEXICAN NATURAL GAS COMPANY LLC | Central Office, Public Utilities, Natural Gas for Public Utility & Energy in the Non-Instructional Support Personnel for General | - | 80,037 | 80,037 |
| | Elementary School, Public Utilities, Natural Gas for Public Utility & Energy in the Non-Instructional Support Personnel for General | 36 | - | 36 |
| | High School, Public Utilities, Natural Gas for Public Utility & Energy in the Non-Instructional Support Personnel for General | 5,674 | - | 5,674 |
| | Middle School, Public Utilities, Natural Gas for Public Utility & Energy in the Non-Instructional Support Personnel for General | 36 | - | 36 |
| *TEXICAN NATURAL GAS COMPANY LLC Total* | | ***5,746*** | ***80,037*** | ***$ 85,783*** |
| JACQUELYN WARD | Central Office, Contracted Repairs, Equipment for Nutrition Services in the School Nutrition for General | 9,499 | 73,883 | 83,382 |
| *JACQUELYN WARD Total* | | ***9,499*** | ***73,883*** | ***$ 83,382*** |
| THE CENTER FOR INTERNATIONAL EDUCATION INC | Central Office, Other Professional/Technical Svc for Regular Curricular in the International Faculty Exchange Teachers for General | 69,795 | - | 69,795 |
| *THE CENTER FOR INTERNATIONAL EDUCATION INC Total* | | ***69,795*** | ***-*** | ***$ 69,795*** |
| KIMA LLC | Elementary School, General Contract (Construction) for Bond Revenue in the County Bond Projects for 53025 - Classroom Improvements | 24,503 | 855 | 25,358 |
| | High School, General Contract (Construction) for Bond Revenue in the County Bond Projects for 53025 - Classroom Improvements | - | 42,346 | 42,346 |
| *KIMA LLC Total* | | ***24,503*** | ***43,200*** | ***$ 67,703*** |
| CHARTER COMMUNICATIONS HOLDINGS LLC | Central Office, Telephone for Communication Services in the Non-Instructional Support Personnel for IT Operations | 9,904 | 56,096 | 66,000 |
| *CHARTER COMMUNICATIONS HOLDINGS LLC Total* | | ***9,904*** | ***56,096*** | ***$ 66,000*** |
| SKA CONSULTING ENGINEERS INC | High School, Architects Fees for Bond Revenue in the County Bond Projects for 54022 - Deferred Maintenance | 15,840 | 17,280 | 33,120 |
| | Central Office, General Contract (Construction) for Bond Revenue in the CIP Projects Related to the 2024 Orange County School Building Bond for | 15,950 | 15,950 | 31,900 |
| *SKA CONSULTING ENGINEERS INC Total* | | ***31,790*** | ***33,230*** | ***$ 65,020*** |
| ACTIVE INTERNET TECHNOLOGIES LLC | Central Office, Computer Software and Supplies for Bond Revenue in the County Bond Projects for 54013 - Technology | - | 61,593 | 61,593 |
| *ACTIVE INTERNET TECHNOLOGIES LLC Total* | | ***-*** | ***61,593*** | ***$ 61,593*** |
| CalAmp Wireless Networks Corporation | Central Office, Computer Software and Supplies for Pupil Transportation in the Local Transportation Costs (Not Eligible for State Reimbursement) for Transportation | 9,116 | 51,514 | 60,630 |
| | Central Office, Repair Parts for Pupil Transportation in the Local Transportation Costs (Not Eligible for State Reimbursement) for Transportation | 369 | - | 369 |
| *CalAmp Wireless Networks Corporation Total* | | ***9,485*** | ***51,514*** | ***$ 60,999*** |
| DROPLET SOLUTIONS INC | District Level, Computer Software and Supplies for Financial Management in the Non-Instructional Support Personnel for Finance/CN Services | 58,250 | - | 58,250 |
| *DROPLET SOLUTIONS INC Total* | | ***58,250*** | ***-*** | ***$ 58,250*** |

**Cumulative Schedule of Vendor Payments over $50,000 for the Fiscal Year as of August 31, 2026 (Fiscal Year 2027 Cash Basis)**

| Vendor Name | Grade Level, Object Description for Purpose Description | YTD Expenditures | YTD Encumbrances | Expenditures + Encumbrances |
|---|---|---|---|---|
| **AVID Center** | High School, Workshop Exp/Allowable Travel for Staff Development Unallocated in the Disadvantaged Student Supplemental Funding for AVID | 1,249 | - | 1,249 |
| | High School, Workshop Exp/Allowable Travel for Staff Development Unallocated in the Highly Qualified NC Teaching Graduate for Asst. Super. | 1,429 | - | 1,429 |
| | District Level, Workshop Exp/Allowable Travel for Remedial and Supplemental Services in the At-Risk Student Services for AVID | 55,571 | - | 55,571 |
| ***AVID Center Total*** | | ***58,249*** | ***-*** | ***$ 58,249*** |
| **REI ENGINEERS INC** | High School, Architects Fees for Bond Revenue in the County Bond Projects for 54022 - Deferred Maintenance | 19,197 | 34,878 | 54,075 |
| ***REI ENGINEERS INC Total*** | | ***19,197*** | ***34,878*** | ***$ 54,075*** |
| **HOME RULE LLC** | Central Office, Contracted Services for Health Services in the Children with Disabilities for EC | 1,612 | - | 1,612 |
| | Central Office, Contracted Services for Health Services in the Medicaid Direct Services Reimbursement Program for EC | - | 49,999 | 49,999 |
| ***HOME RULE LLC Total*** | | ***1,612*** | ***49,999*** | ***$ 51,611*** |

# Board of Education Agenda Abstract

Meeting Date: September 17, 2026
Agenda Type: Consent

**Subject:**

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

| | | | |
|---|---|---|---|
| **Division:** | Student Support Services | **Department:** | Student Services Division |
| **Person Responsible:** | Brandy Reeves, Chief of Student Services; Teonaka Daye, Executive Director of Student Success and Federal Programs; Jonathan Scott., Chief Financial Officer | **Feedback Requested From:** | Instructional Services, Financial Services, Human Resources, Title I Administrators, Parent Advisory Council (PAC) |

**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):**
Consolidated Title I-IV Grant Application Summary_2026-2027.pdf

**PURPOSE:**

To obtain Board approval of the 2026–2027 Consolidated Programs Grant Application, which includes Title I, Title II, Title III, and Title IV.

**BACKGROUND:**

For the 2026-–2027 school year, Chapel Hill–Carrboro City Schools (CHCCS) has identified six elementary schools as Title I eligible based on their Free and Reduced-Price Meal (FRM) percentages. The schools ranked from highest to lowest by FRM percentage are as follows: Rashkis Elem (53.21 %), Northside Elementary (52.22 %), Frank Porter Graham Bilingüe (40.19%), Ephesus Elementary (34.96%), Carrboro Elementary (33.95 %), and McDougle Elementary (33.20 %). This rank order determines Title I designation and funding allocation, with the three highest-need schools, Rashkis, Northside, and Frank Porter Graham, operating as Schoolwide Programs, and Ephesus, Carrboro, and McDougle continuing as Targeted Assistance Programs. The ranking highlights the district's commitment to directing resources where they are most needed to support students from economically disadvantaged families and strengthen equitable access to high-quality instruction.

**FINANCIAL IMPACT:**

The Title I planning allotment for the 2026–2027 school year is $1,037,615.00, reflecting a decrease of $149,6296.00 from the $1,186,911.00 allocated for the 2025–2026 school year. This reduction aligns with adjustments in the state's calculation method and federal funding formula for Title I allocations. Approximately 79.14% of the 2026–2027 Title I allocation will be dedicated to salaries and benefits, including funding for Title I Interventionists who provide direct academic support to K–5 students throughout the school year. These positions play a critical role in closing achievement gaps and strengthening core instruction. Title I funds will also continue to support services for students experiencing homelessness under the McKinney-Vento Act through the Title 1 Homeless Set Aside and for students in foster care, ensuring equitable access to academic and social-emotional resources. The district remains committed to delivering targeted interventions and enhancing instructional quality in identified schools to better meet the diverse needs of every student.

The Title II allocation for the 2026-2027 school year is $ 229,217.00 reflecting an increase of $12,364.00 from the $216,853.00 allocated in 2025–2026. Title II funds continue to support the district's efforts to prepare, train, and recruit high-quality teachers and principals. These funds are used to fund one full-release District Lead Mentor, who provides individualized coaching and mentoring to beginning teachers as part of the state-required Beginning Teacher Support Program (BTSP). The mentor observes classrooms, provides feedback, assists with lesson planning, and helps strengthen instructional quality and teacher effectiveness. The mentor collaborates with administrators to enhance school-based support for beginning teachers, ensuring consistent professional growth that directly impacts student achievement. Additional funds provide stipends for school-based mentors, recognizing the critical role they play in developing and retaining effective educators during their first three years of teaching.

The Title III allocation for the 2026-2027 school year is $168,248.00, representing an increase of $6,581.00 from the 2025–2026 school year allocation of $161,667.00. Title III funds will be used to enhance and supplement core instructional programs by providing services that would otherwise be unavailable to multilingual learners and their families. Programs supported by these funds include newcomer programs for students in grades 3–12, AVID Emerge and AVID Excel, and dual-language initiatives. Funds will also support professional development in ELLevation, co-teaching, and culturally responsive instruction. Additionally, Title III partially supports the MLL Student Success Advocate and fully funds the ML/DL Lead Teacher positions, family engagement activities, translation and interpretation services, and summer learning programs for English learners in grades 1–12 to accelerate English acquisition and promote academic success.

The Title IV allocation for the 2026-2027 school year is $89,780.00, representing a decrease of $1,803.00 from the allocated amount in 2025-2026 of $91,585.00. Title IV funds are allocated across three key categories: well-rounded education, safe and healthy schools, and the effective use of technology. These funds support initiatives that expand educational opportunities, promote safe and healthy environments, and ensure that all students are supported academically, socially, and emotionally.

**PERSONNEL IMPACT:**

As outlined in the application and abstract.

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

**RESOLUTION:** Be it, therefore, resolved that the CHCCS Board of Education approves the Comprehensive Title I Grant Application for 2026-27

**Title I, Title II, Title III, Title IV Grant Application 2026-2027**
**Consolidated Plan Summary**

**Title I (Every Student Succeeds Act)**
**Total Funding Allocation 2026-2027:** $1,037,615.00

**Local Educational Agency-681**

The Chapel Hill–Carrboro City Schools (CHCCS) Consolidated Plan for Title I was thoughtfully developed through an extensive and collaborative process that engaged a diverse group of stakeholders, including staff members, principals, parents, and district leaders. The Executive Director of Student Success and Federal Programs facilitated this work through meetings, email correspondence, and shared Google documents to conduct a comprehensive needs assessment addressing the specific requirements of Title I schools, district-wide initiatives, and individual school improvement plans.

The plan was further strengthened through collaborative sessions with instructional team members to ensure alignment with district goals and priorities. Parental engagement continues to play a vital role in this process, with ongoing feedback gathered during the Spring 2026 stakeholder meetings, which include representatives from each Title I school. These meetings, held throughout the school year, ensure that family and community perspectives remain central to shaping and refining the plan.

**Parent and Family Engagement**

Chapel Hill–Carrboro City Schools (CHCCS) is committed to fostering strong parent and family engagement through a variety of initiatives and strategies. Our current Parent Involvement Policy (Policy 1310/4002)—originally approved by the Board in October 2018 and revised on February 16, 2025—is available online here: CHCCS Board Policy Manual.

Our engagement activities include:

- Program Support: We support programs designed to reach parents and family members across homes, schools, and community settings to ensure engagement is accessible and meaningful.
- Best Practices Dissemination: We share information on evidence-based strategies for parent and family engagement, with a particular emphasis on increasing involvement

from economically disadvantaged families, and support schools in implementing those practices.

- Additional Strategies: We explore and implement other locally determined activities and strategies that align with and strengthen our parent and family engagement policy.

Our goal is to build meaningful partnerships between schools and families and ensure that community voices remain central to our work.

**The LEA distributes an Annual LEA Report Card in compliance with Title I requirements. Describe how the LEA ensures that the Annual LEA Report Card is distributed in a language and format that is understandable to parents and families.**

The Chapel Hill–Carrboro City Schools (CHCCS) ensures that the Annual LEA Report Card is accessible to all parents and families in compliance with Title I requirements. A link to the North Carolina School Report Cards, maintained by the North Carolina Department of Public Instruction (NCDPI), is prominently available on the district website at www.dpi.state.nc.us/src.

For families without internet access, printed copies of the report card are sent home in sealed envelopes each quarter to ensure confidentiality and equitable access to student performance information. In addition, the CHCCS International Welcome Center provides direct support to non-English speaking parents and families by reviewing school results upon request and offering interpretation or translation services as needed.

The annual report, along with other key accountability reports, is also posted on the CHCCS District website for ongoing access, ensuring that all parents receive clear, timely, and understandable information about school and district performance.

**Method for Determining Funding for Title I and Low-Income Order**

**Title I School Eligibility and Rank Order (2026–2027)**

This section outlines the district's method for determining Title I eligibility and rank order for the 2026–2027 school year, based on Free and Reduced-Price Meal (FRM) data reviewed annually by the Program Manager for Assessment and Research.

Chapel Hill–Carrboro City Schools (CHCCS) determines school eligibility for Title I services using FRM data as an indicator of economic need. Data is collected and verified throughout the school year to ensure accuracy and consistency.

Rank order determinations are completed within elementary schools, as CHCCS prioritizes early intervention to strengthen foundational learning. Middle and high schools are not served with Title I funds at this time. Funding allocations are based on rank order, with schools having the highest FRM percentages receiving the greatest per-pupil allocation in descending order:

**Free and Reduced-Price Meal Data by Year and Rank Order**

| School | 2022–2023 % FRM | 2023–2024 % FRM | 2024–2025 % FRM | 2025–2026 % FRM | 2026–2027 % FRM | Change ('22–'27) | Title I Designation 2026–2027 |
|---|---|---|---|---|---|---|---|
| **Rashkis Elementary** | 45.25 % | 46.18 % | 47.66 % | 48.98 % | 53.21% | **+7.96 %** | Schoolwide (SW) |
| **Northside Elementary** | 48.24 % | 51.89 % | 54.67 % | 54.23 % | 52.22 % | **+3.98 %** | Schoolwide (SW) |
| **Frank Porter Graham Bilingüe** | 40.86 % | 41.10 % | 42.16 % | 40.19 % | 40.19 % | **–0.67 %** | Schoolwide (SW) |
| **Ephesus Elementary** | 35.8 % | 36.01 % | 37.20 % | 36.52 % | 34.96 % | **-0.84%** | Targeted Assistance (TA) |
| **Carrboro Elementary** | 34.62 % | 33.94 % | 34.10 % | 33.40 % | 33.95 % | **-0.67 %** | Targeted Assistance (TA) |
| **McDougle Elementary** | 32.24 % | 32.65 % | 32.99 % | 32.10 % | 33.20 % | **+0.96 %** | Targeted Assistance (TA) |

**Narrative Summary (2025–2026)**

Over the past five years, Free and Reduced-Price Meal (FRM) percentages across Chapel Hill–Carrboro City Schools (CHCCS) elementary schools have remained relatively stable, with several schools experiencing modest increases that reflect evolving community demographics and economic needs.

Rashkis Elementary demonstrated the most significant increase since 2022–2023, rising more than 7.96 percentage points, indicating the continued need for supplemental academic and family

supports. Northside Elementary is the second highest-ranking school in FRM percentage and continues to operate as a Schoolwide Title I Program. Frank Porter Graham Bilingüe maintains a steady eligibility rate near 40% that continues to benefit from the comprehensive supports provided through the Schoolwide model.

Ephesus, Carrboro, and McDougle Elementary Schools maintain consistent eligibility levels and continue operating as Targeted Assistance Programs, providing supplemental services to identified students most in need.

For the 2026–2027 school year, Rashkis, Northside, and Frank Porter Graham Bilingüe will continue to operate as Schoolwide Title I Programs, while Ephesus, Carrboro, and McDougle Elementary Schools will continue as Targeted Assistance Programs.

This data-driven approach ensures that Title I resources are aligned with the needs of schools serving the highest percentages of economically disadvantaged students. By maintaining a strong focus on early intervention, CHCCS strengthens foundational literacy and numeracy skills, narrows achievement gaps, and promotes equitable access to academic success for all students.

These coordinated efforts align with the district's broader commitment to family engagement and student support, as described in the Parent and Family Engagement Policy and McKinney–Vento Homeless Education Program. Together, these initiatives ensure that every student, regardless of background or circumstance, has access to high-quality instruction, meaningful family partnerships, and the supports necessary to achieve academic success.

A districtwide needs assessment was conducted for 2026–2027 to evaluate supports for students experiencing homelessness, foster care, and school transitions. The review informed updates to Title I funding priorities, strengthened cross-departmental coordination, and ensured compliance with federal requirements. Title I Homeless Set-Aside funds support excess transportation, school supplies, uniforms, tutoring, and field trips. The district ensures immediate transportation for identified students, quarterly monitoring of academic progress, and ongoing staff training. Families receive multilingual notices of educational rights, and co-located mental health services provide additional support. The district also collaborates with DSS to maintain educational stability for foster students through coordinated transportation, school placement decisions, and counseling support. To support student transitions from middle to high school and from high school to postsecondary education, CHCCS implements orientation events, college visits, dual enrollment, AP and early college options, career counseling, and internship partnerships. The district continues to reduce exclusionary discipline by analyzing data by subgroup, training staff on trauma-informed supports, and connecting students to mentoring and SEL programs.

Funds are allocated for professional development, transportation, and instructional supports, with collaboration across departments and community partners such as the Public School Foundation.

The homeless set-aside amount is determined using a per-pupil allocation model aligned with McKinney-Vento and Title I requirements.

**Support, Coordination, and Integration of Services in Early Childhood Education Programs**

Students enrolled in the Chapel Hill–Carrboro City Schools (CHCCS) Pre-K Head Start Program are intentionally prepared to transition successfully into kindergarten. Families receive training and support focused on developmental expectations for three-, four-, and five-year-olds, as well as strategies and activities designed to promote school readiness and long-term success.

The Pre-K curriculum is aligned with North Carolina's developmental standards and includes comprehensive components in social-emotional learning, language and literacy development, problem-solving and early mathematics, and approaches to learning. This alignment ensures a seamless connection between Pre-K experiences and kindergarten expectations.

Each Spring, school-based transition meetings are held for children who are age-ready to enter kindergarten. Families, teachers, social workers, administrators, and support staff collaborate to share student information, discuss readiness skills, and plan next steps for each rising kindergartener. Students with Individualized Education Programs (IEPs) participate in a joint transition meeting that includes both the Pre-K and receiving elementary school IEP teams to ensure goals and services are effectively continued.

Districtwide, CHCCS coordinates efforts across content areas and transition years to maintain alignment between early childhood and elementary programs. The focus remains on culturally relevant instruction, interdisciplinary collaboration, and instructional alignment through the Multi-Tiered System of Support (MTSS). The Instructional Services Division meets regularly to strengthen core instruction, align interventions, provide coaching for classroom teachers, and monitor the effectiveness of Professional Learning Communities (PLCs). Each spring, CHCCS hosts Pre-K transition meetings and kindergarten readiness workshops to support children and families. Historically, the Directors of Pre-K and Title I sponsor a family night that brings together departments such as Transportation, Nutrition, and Dual Language, along with community agencies, to help families prepare for the transition to kindergarten. The CHCCS Family Engagement Bus continues to be a valuable tool for outreach, serving families across the district and connecting them with resources to support early learning and school success.

**Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in section 1111(c)(2).**

Each secondary school includes a disproportionality goal within its School Improvement Plan to address equity in student outcomes and disciplinary practices. Data are collected, disaggregated, and analyzed at both the district and school levels to monitor progress and identify areas for improvement. The district revised its student code of conduct to promote equitable disciplinary practices across all schools. Data continues to be collected through the Educators Handbook system for consistent tracking and reporting. The Director of Reporting and Research compiles this information, which is reviewed and monitored regularly by the Superintendent's Cabinet to ensure accountability and alignment with district goals.

**Targeted Assistance Schools (TAS)**

When operating Targeted Assistance programs, students are identified for services through a data-driven, systematic process. In grades K–5, school-based Multi-Tiered System of Support (MTSS) teams review multiple data sources, including summative assessments, benchmark data, and universal screeners. Students are then ranked based on identified academic needs, and targeted interventions are assigned by grade level and instructional area to provide individualized support and accelerate learning.

**District-wide Instructional Initiative and/or Professional Development for Teachers Set Aside**

**STAR Reading Diagnostic**

The STAR Reading Diagnostic Program is an NCDPI-approved alternative assessment, used as another way to obtain Read to Achieve proficiency. STAR allows students to show early literacy skills utilizing a format that varies from other assessments. The alternative assessment will be made available to students who are "close" to proficiency. Specific criteria will be developed to identify these students. Its goal is to strengthen early literacy, close achievement gaps, and cultivate a lifelong love of reading among students. **Measuring Impact:** Student progress is monitored regularly through reading assessments that track growth in fluency and comprehension. Assessment results are analyzed to evaluate program effectiveness and guide instructional adjustments to meet individual student needs.

**University of Florida Literacy Institute Resources & Professional Development**

Our CORE instructional tool for teaching foundational reading skills is not meeting the needs of all students in the classroom. The chart above shows that in Title 1 schools, our mCLASS data reveal that as many as 30% of students moving on to the next grade still have not mastered foundational reading skills. To better meet the needs of our Title 1 schools, we adjusted our tools and added UFLI as an additional resource to our Standard Treatment Protocol to provide research-based tools at the Tier II level. Although we have added this, systematic training and support have not been provided across schools from The Literacy Institute from the University of Florida Center. **Measuring Impact:** Progress monitoring data will be accessed at each school by the principal and the school leadership team. Program effectiveness will be measured from the beginning of the year to the end of the year by the Director of Academic Return on Investment

**Comparable Services**

Comparable services are provided to ensure that any schools not served under Title I receive educational programs and resources that are equitable to those in Title I schools. The district monitors staffing, instructional materials, and professional learning opportunities to maintain equity and compliance across all schools.

**Supplement, Not Supplant Assurance**

The LEA attests that State and local funds are distributed in a Title I–neutral manner. Federal funds are used only to supplement, not supplant, the resources that would otherwise be provided to schools from State and local sources.

CHCCS allocates State and local funds using established formulas based on per-ADM (Average Daily Membership) and per-school calculations to ensure equitable distribution across all schools. The receipt of Federal funds does not alter or reduce State or local allocations.

For details regarding funding formulas and distribution methods, refer to the CHCCS Budget Book, which documents procedures used to maintain equity and compliance with Federal guidelines.

**Title II (Preparing, Training and Recruiting High-Quality Teachers and Principals)**
**Activities:**
**Funding: $229,217.00**

Chapel Hill–Carrboro City Schools prioritizes academic rigor, and consistency across all schools to ensure every student receives a high-quality education. Districtwide professional learning supports the implementation of research-based instructional frameworks aligned with North Carolina's academic standards. Central to this work is the Instructional Planning Framework, which guides teachers in designing student-centered, standards-aligned lessons that promote engagement and excellence.

Title II funds are used to partially fund one full-release District Lead Mentor who provides individualized coaching and mentoring to beginning teachers as part of the state-required Beginning Teacher Support Program (BTSP). This District Lead Mentor conducts classroom observations, provides feedback, and assists with lesson planning to strengthen instructional quality and teacher effectiveness. Additional funds provide stipends for school-based mentors, acknowledging the vital role mentorship plays in teacher growth, retention, and student success.

All first-year teachers participate in a three-day Novice Teacher Orientation collaboratively developed by the BTSP Coordinator, District Lead Mentors, and ISD. The orientation introduces teachers to district priorities, instructional frameworks, equity practices, NCEES, classroom

management, and wellness while connecting them with mentors and professional learning resources.

The BTSP is reviewed every five years under SBE Policy TCED-016 and G.S. 115C-333. Continuous improvement efforts include teacher and mentor surveys, post-training evaluations, and turnover data analysis. Feedback informs program refinements to ensure alignment with district priorities for instructional excellence and educator development.

**Title III**
**Funding: $168,248.00**
**Title III funds will be used to enhance or supplement basic programs and will provide services that would otherwise be unavailable. Examples of current programs supported by Title III funds include:**

Title III funds will be used to enhance and supplement core instructional programs by providing services that would otherwise be unavailable to multilingual learners and their families. Examples of programs supported by Title III funds include newcomer programs for students in grades 3–12, AVID Emerge and AVID Excel for multilingual learners, and dual language initiatives. Funds also support professional development in ELLevation, co-teaching, and culturally responsive instruction. Additionally, Title III partially supports the MLL Student Success Advocate and fully funds the ML/DL Lead Teacher positions, family engagement activities such as parent nights and literacy events, translation and interpretation services, and summer learning programs for English learners and newcomer students in grades 1–12 to accelerate English acquisition and academic success.

**Activities and programs designed to increase English language proficiency and ensure English Learners (ELs) meet state academic standards focus on strengthening instructional quality, student engagement, and family partnership. These efforts combine direct student supports, targeted professional development, and data-driven instructional planning to promote language growth and academic success.**

Key activities and programs include:

- Newcomer programs (grades 3–12): Provide focused English language development and academic readiness support for students new to the U.S. school system.
- Dual Language programs: Offered in Spanish and Mandarin at the elementary and middle school levels to promote bilingualism, biliteracy, and cross-cultural understanding.
- AVID Emerge and AVID Excel: Strengthen college and career readiness skills for multilingual learners.
- Family engagement initiatives: Include parent nights, literacy workshops, and home visits to enhance family participation and understanding of academic expectations.

- ELLevation data platform: Used to track growth, monitor compliance, and inform instructional adjustments.
- Distribution of English Language Development standards and expectations.
- Implementation of Pathful platform to make career exploration accessible.
- MLL Student Success Advocate and ML/DL Lead Teacher roles: Provide mentorship, coaching, and direct support to students and educators.
- Summer learning programs (grades 1–12): Accelerate English acquisition and literacy skills for newcomers and students needing additional support.

Together, these initiatives ensure that multilingual learners receive access to high-quality instruction, meaningful engagement, and resources that promote both academic achievement and language proficiency.

Specific research-based professional development aligned to the needs of English Learners (ELs) will be offered to teachers and administrators through ongoing, face-to-face training sessions. These sessions will focus on building instructional capacity, strengthening compliance, and improving academic outcomes for multilingual learners.

Key areas of professional learning include:

- ELLevation training: Use of data tools to monitor growth, plan instruction, and support compliance.
- Co-teaching and collaborative planning models: Strengthening general education and ESL teacher partnerships to support language and content learning.
- Culturally responsive and trauma-informed practices: Promoting inclusive, supportive classroom environments that affirm students' identities and experiences.
- MTSS and differentiation for ELs: Distinguishing between language acquisition needs and potential learning disabilities.
- New teacher EL orientation: Focused training on compliance requirements, instructional strategies, and available district supports.

These professional development opportunities equip educators with the skills and strategies needed to effectively serve multilingual learners, ensuring equitable access to high-quality instruction and improved language proficiency outcomes.

**Describe how your LEA will promote parent, family, and community engagement in the education of English learners that will enhance or supplement the EL program being used in your district**

The district will promote parent, family, and community engagement to enhance and supplement the English Learner (EL) program by fostering strong partnerships that support academic growth, cultural connection, and meaningful participation in school life. Efforts will focus on improving

communication, building trust, and empowering families to actively engage in their children's education.

Key strategies include:

- Parent and family engagement events: Hosting multilingual parent nights, literacy workshops, and spring scheduling events to help families understand academic pathways, graduation requirements, and available supports.
- Language access services: Providing translation, interpretation, and multilingual communication through the district's hotline, ticketing system, and International Welcome Center (IWC) to ensure equitable access to information.
- Family literacy and outreach programs: Offering opportunities for parents to participate in English language classes, mentoring programs, and home visits designed to strengthen connections between home and school.
- Cultural celebrations and recognition events: Highlighting the diversity of the district through dual language celebrations, cultural showcases, and student recognition ceremonies.
- Community partnerships: Collaborating with local organizations and advocacy groups to expand resources, increase family participation, and connect immigrant families with community-based supports.

These initiatives promote inclusivity, build capacity among families to support student learning, and strengthen the home-school partnership essential to student success and English language development.

**Title IV**
**Funding: $89,780**

The Title IV, Part A Student Support and Academic Enrichment (SSAE) grant supports three key areas: well-rounded education, safe and healthy schools, and effective use of technology. Districts use these funds to expand educational opportunities, promote equity, and ensure students are supported academically, socially, and emotionally.

**Well-Rounded Education**

The well-rounded education component focuses on providing students with diverse learning experiences that foster academic growth, creativity, and engagement. Funds support collaboration across departments such as Student Support Services and Instructional Support Division. Family and community engagement are central to this work, as research consistently shows that students achieve more when families are involved in their education.

Title IV funds will be used to develop transferable skills in students such as creativity, critical thinking, collaboration, communication, persistence, problem-solving, self-expression, and attention to detail; skills that contribute to students' broader academic and personal development through arts instruction.

Program effectiveness will be assessed using qualitative data as well as assignment/project completion, rehearsal participation, classroom observations, and student engagement data throughout the year.

**Safe and Healthy Schools**

This component supports initiatives that create positive, inclusive, and safe learning environments. Title IV funds will be used to increase student knowledge and awareness of the risks associated with alcohol, tobacco, vaping, and nicotine use and reduce risk factors associated with substance use among high school students. Funds will also be used to implement social-emotional lessons in all schools to help students build human skills and bullying prevention to reinforce positive school climate, support safety, and create lasting change for all in our school community.

Program effectiveness will be assessed using qualitative and quantitative data, including checkpoints throughout the school year to monitor fidelity of implementation, the use of a universal screener to monitor student strengths, and school climate data to evaluate effectiveness.

# Board of Education Agenda Abstract

Meeting Date: September 17, 2026
Agenda Type: Consent

**Subject:** Recommendation for Approval of Contract with McGraw Hill, Achieve 3000 with Boost

**Division:**

**Department:** Instructional Services Division

**Person Responsible:**

**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):**
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

**PURPOSE:**
Seeking CHCCS Board of Education approval of contract with McGraw Hill for Achieve 3000 with Boost.

**BACKGROUND:**

The success of dual language programs is highly dependent on effective instruction in tandem with the use of relevant and complex texts. Sourcing high quality materials for the target language of instruction is notoriously difficult and CHCCS Dual Language teachers have historically used hard copy materials for instruction and have spent valuable time translating English materials into Spanish so that students have access to appropriate texts and materials. Middle school dual language teachers use Achieve3000 as a supplement and note that the online platform is easily accessible, highly engaging, and effective and beneficial to dual language students. School administrators, in collaboration with dual language teachers, district dual language administrators and Achieve 3000 facilitators have created an implementation plan to maximize impact on student achievement and growth in Spanish Social Studies and Spanish Language Arts.

Benefits of Achieve 3000 Literacy with Boost:

- Texts are available in both English and Spanish and provide teachers with an opportunity to teach

content at the same level of text complexity and rigor as a typical English-speaking classroom.
- Articles representing different perspectives throughout time focus on social justice and strongly align with the newly approved social studies standards.
- Spanish language proficiency increases while building transferable literacy skills and content-area knowledge.
- Students' independent reading levels are monitored through article completion which automatically adjusts lexile levels, eliminating the need for additional progress monitoring.
- Lexile measure allows teachers to correlate literacy levels in both English and Spanish.
- Literacy skills are targeted (and specific to either English or Spanish) based on a student's independent reading level
- Assessment tools target skills specific to Spanish language
- Built-in assessment tools target literacy skills specific to Spanish language and adapt text complexity based on individual student needs

Academic success in many content areas is often contingent on a strong foundation in literacy. The Achieve3000 platform provides engaging and relevant informational and fictional texts that are ideal for cross-curricular implementation. The variety of texts and built in assessments coupled with the targeted instruction based on language-specific (Spanish) need make Achieve3000 a vital component of dual language instruction.

This purchase will put the total amount over 90,000 with this company, which is the threshold to gain board approval so we are bringing it forward even though the amount for this particular ask is $30,313.

**FINANCIAL IMPACT:**

Total cost to purchase Actively Learn and Achieve3000 Literacy with Boost: $30,313.

Approval of up to $5,000.00 for the purchase of additional Actively Learn licenses using school or District funds as needed based on increased student enrollment or a shift in the number of classrooms.

**PERSONNEL IMPACT:**
None

**SUGGESTED ACTION:** 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.

**RESOLUTION:** Be it, therefore, resolved that the Board of Education approves the purchase of Achieve 3000 Boost for the 2026-27 school year.

# 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: McGraw Hill LLC VENDOR #: 13471811 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) _____

**ESTIMATED TOTAL COST:** 30,313

**ESTIMATED LENGTH OF SERVICE** _____ **Greater than 1 Year:** No

**BUDGET CODE(S):**
2.5270.054.418.316.542.00.0, 2.5270.054.418.322.542.00.0, 2.5270.054.418.309.542.00.0, 2.5110.028.312.316.542.00.0, 2.5110.028.312.322.542.00.0, 2.5110.028.312.309.542.00.0, 2.5110.028.312.000.542.00.0

BRIEF DESCRIPTION of SERVICES:
Achieve3000 Literacy with Boost for FPG, Culbreth Middle, McDougle Middle Dual Language classrooms. Site setup fees, online PD. 2026 2027.

## 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 _____ (Type Name of Reviewing Attorney) _____ (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:

| | | |
|---|---|---|
| Helen J. Atkins | Helen Atkins | 8-26-26 |
| Principal/Director | Print Name | Date |

### $5,000–$24,999:

| | | |
|---|---|---|
| Alicia M Curtis | Alicia Curtis | 8/26/2026 |
| Executive Director | Print Name | Date |

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

| | | |
|---|---|---|
| Robert Bales | Robert Bales | 8/26/26 |
| 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

# CHAPEL HILL-CARRBORO CITY SCHOOLS BOARD OF EDUCATION
# CONTRACT FOR PURCHASE OF SOFTWARE

This contract for software (the "Contract") is between the Chapel Hill-Carrboro City Schools Board of Education (the "School System"), 750 South Merritt Mill Road, Chapel Hill, NC 27516 and McGraw Hill, LLC (the "Provider"), 8787 Orion Place, Columbus, OH 43240 (each a "Party", and collectively the "Parties"). It is effective as of the date that it is fully signed by both Parties.

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

1. Obligations and Representations of Provider. Provider hereby agrees to provide a one (1) year subscription to Achieve 3000, as well as onsite and online professional learning, as shown on Exhibit A (the "Services") to the School System.

   1.1. Support Requirement. Provider will provide the School System with customer support, maintenance services, upgrades, updates, maintenance releases or other enhancements or modifications made generally available to other similarly situated users of the Services, as well as any other more specific maintenance and support services acquired under this Contract or otherwise agreed to by the Parties.

   1.2. Minimum Operation Requirement. At a minimum, the Services shall operate materially in accordance with the standard specifications set forth in the Provider's relevant specifications, functions, and other documentation. Provider warrants that its maintenance and support services, and any professional services, will be performed in accordance with generally accepted industry standards. Unless otherwise specified in this Contract or agreed by the Parties in writing, the warranty period will be the Provider's standard warranty period for the Services.

2. Compensation. The School System hereby agrees to compensate Provider in the amount not to exceed $30,313.00 plus any applicable taxes for the Services. The School System shall process payments to Provider within thirty (30) calendar days from submission of invoice(s). 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.

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. Notwithstanding anything to the contrary in the Provider's standard terms of service or other Provider standard agreement(s), the software license or subscription term for the Services acquired under this Contract will not automatically renew. Any renewals or extensions shall require prior written agreement from the School System.

4. Termination for Convenience. The School System may terminate this Contract at any time at its complete discretion upon thirty (30) 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 created by Provider for the School System pursuant to this Contract, if any, shall, at the request of the School System be turned over to it. If the Contract is terminated by the School System in accordance with this section, the School System will provide a prorated payment for all services performed as of the date of termination.

5. Insurance. Provider agrees to maintain General Liability in amount of $1,000,000 each occurrence with $2,000,000 General Aggregate, and such other insurance and amounts contained in Provider's Master Service Terms or other standard Provider agreements. 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.

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

7. 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 directly 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 directly related to the provision of Services under this Contract.

8. 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 attached Data Privacy Agreement. Failure to comply with the Data Privacy Agreement shall be a material breach of this Contract. 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.

9. Lunsford Act/Criminal Background Checks. 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 further acknowledges that G.S. § 115C-332.1 requires employers who contract with local boards of education to conduct annual sex offender registry checks for contractual personnel whose job involves direct interaction with School System students. To the extent Provider's services to the School System shall include the presence of Provider's employees, agents, or representatives on School System property, Provider shall conduct sexual offender registry checks on each of its employees, agents, owners or subcontractors, if any, who will engage in any service on or delivery of goods to School System property or who will directly interact with School System students (checks can be conducted at no cost at *http://www.nsopw.gov/*). Provider shall not assign any individual to deliver goods or provide services on School System property, or to directly interact with School System students, if said individual appears on any of the listed registries.

10. Indemnification. Provider shall indemnify and hold harmless the School System from and against all claims, 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. Further, the Provider shall defend and hold harmless the School System from any claim, liability or loss arising from any trademark, patent or copyright infringement. Provider will not be required to defend or indemnify the School System if any claim by a third party against the School System for infringement results from the School System's alteration of the Provider's Services, or from the continued use of the Services after receiving notice they infringe on an intellectual property right of a third party.

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

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

13. 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 shall comply with the Affordable Care Act and accompanying IRS and Treasury Department regulations. Provider represents that as of the date of this Contract, Provider is not included on the Final Divestment List or 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. §147-86.58 and -86.81. Provider agrees that it is not entitled to any payments whatsoever under this Contract if this certification is false.

14. 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 School System without further financial liability to Provider.

15. 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 as 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.

16. Applicable School Board of Education Policies. Provider acknowledges that the 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.

17. Entire Agreement. This Contract may be amended only by written amendments duly executed by and between the School System and Provider. 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. The terms of Provider's Master Service Terms and other standard Provider policies and agreements ("Provider's Terms") in effect as of the date this Contract is fully executed may apply only to the extent that they do not materially change the terms and conditions of this Contract. In the event of any conflict between the terms and conditions of this Contract and Provider's Terms, the terms and conditions of this Contract shall apply in all cases and supersede any provisions contained in Provider's Terms. Notwithstanding anything to the contrary, the School System shall not be obligated under Provider's Terms to indemnify or hold harmless Provider, its licensors, successors or assigns; nor arbitrate any dispute; nor pay late fees, legal fees or other similar costs. Provider shall not have any authority to change the fees payable under Section 2 of this Contract with respect to the Services without the School System's prior written consent. The Parties' confidentiality obligations in Provider's Terms, if any, are subject to the

North Carolina Public Records Act (G.S. 132, et. seq.). 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. If any provision of this Contract shall be declared invalid or unenforceable, the remainder of the Contract shall continue in full force and effect.

18. 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.

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

**CHAPEL HILL-CARRBORO CITY SCHOOLS**

Helen J. Atkins

Helen Atkins
Director of Multilingual, Dual Language &
World Language K–12 Programs

**MCGRAW HILL, LLC**

Kimberly Harvey Digitally signed by Kimberly Harvey
Date: 2026.09.03 16:15:56 -04'00'

Kimberly Harvey
Vice President of Strategic Services

ATTEST:

Robert Bales

Robert Bales
Chief Academic Officer

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

Digitally signed by Michael Eshleman
Date: 2026.08.26 15:43:19 -04'00'

School System Finance Officer Date

2.5110.028.312.000.542.00.0
2.5270.054.418.309.542.00.0
2.5270.054.418.316.542.00.0
2.5270.054.418.322.542.00.0
Budget Code

## Exhibit A

Because learning changes everything.

### QUOTE PREPARED FOR:

Chapel Hill Carrboro City Sch
750 S MERRITT MILL RD
CHAPEL HILL, NC 27516
ACCOUNT NUMBER: 373357

### SUBSCRIPTION/DIGITAL CONTACT:

Christy Stanley
cstanley@chccs.k12.nc.us
(919)967-8211

### CONTACT:

Christy Stanley
cstanley@chccs.k12.nc.us
(919)967-8211

### SALES REP INFORMATION:

Michael Sell
michael.sell@mheducation.com

| Section Summary | Total Catalog Price | Savings % | Selling Price Subtotal |
|---|---|---|---|
| Chapel Hill Carrboro City A3K Renewal 26-27 | $30,313.00 | 0 | $30,313.00 |
| **PRODUCT TOTAL*** | $30,313.00 | 0 | $30,313.00 |
| ESTIMATED S&H** | | | $0.00 |
| ESTIMATED TAX** | | | $0.00 |
| **GRAND TOTAL*** | | | $30,313.00 |

* Prices are valid through September 30th. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Comments:

Culbreth MS A3K 150
McDougle A3K 150
Frank P. Graham ES A3K 250

**PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER**

**SEND ORDER TO:** McGraw Hill LLC |
Email: order@mheducation.com | Phone: | Fax:

QUOTE DATE: 05/27/2026 ACCOUNT NAME: Chapel Hill Carrboro City Sch EXPIRATION DATE:09/30/2026
QUOTE NUMBER: MSELL-05272026050025-001-DAG ACCOUNT #: 373357 PAGE #: 1

Because learning changes everything.

| Product Description | ISBN | Qty | Catalog Price | Savings % | Selling Price | Total Selling Price |
|---|---|---|---|---|---|---|
| **Chapel Hill Carrboro City A3K Renewal 26-27** | | | | | | |
| ACHIEVE 3000 BOOST STDALN 1 YR PRODUCT | 978-1-26-607976-4 | 250 | $52.41 | 0 | $40.88 | $10,220.00 |
| ACHIEVE 3000 BOOST STDALN 1 YR PRODUCT | 978-1-26-607976-4 | 150 | $52.41 | 0 | $52.41 | $7,861.50 |
| ACHIEVE 3000 BOOST STDALN 1 YR PRODUCT | 978-1-26-607976-4 | 150 | $52.41 | 0 | $52.41 | $7,861.50 |
| LIT SITE SETUP SUPPORT 1YR BUNDLE | PLSSFEE.1 | 3 | $290.00 | 0 | $290.00 | $870.00 |
| LITERACY ONSITE PROFESSIONAL LEARNING TRAINING UNITS PER YEAR | PDI.1 | 1 | $3,500.00 | 0 | $3,500.00 | $3,500.00 |
| | | **Chapel Hill Carrboro City A3K Renewal 26-27 Subtotal:** | | | **$3,935.70** | **$30,313.00** |

**PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER**

**SEND ORDER TO:** McGraw Hill LLC |
Email: order@mheducation.com | Phone: | Fax:

QUOTE DATE: 05/27/2026 ACCOUNT NAME: Chapel Hill Carrboro City Sch EXPIRATION DATE:09/30/2026
QUOTE NUMBER: MSELL-05272026050025-001-DAG ACCOUNT #: 373357 PAGE #: 2

Because learning changes everything.

## QUOTE PREPARED FOR:

Chapel Hill Carrboro City Sch
750 S MERRITT MILL RD
CHAPEL HILL, NC 27516
ACCOUNT NUMBER: 373357

## CONTACT:

Christy Stanley
cstanley@chccs.k12.nc.us
(919)967-8211

| | |
|---|---|
| TOTAL CATALOG PRICE | $30,313.00 |
| SAVINGS % | 0 |
| **PRODUCT TOTAL*** | **$30,313.00** |
| ESTIMATED SHIPPING & HANDLING** | $0.00 |
| ESTIMATED TAX** | $0.00 |
| **GRAND TOTAL** | **$30,313.00** |

## SUBSCRIPTION/DIGITAL CONTACT:

Christy Stanley
cstanley@chccs.k12.nc.us
(919)967-8211

Comments:

* Prices are valid through September 30th. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Terms of Service:

By placing an order for digital products (the 'Subscribed Materials'), the entity that this price quote has been prepared for ('Subscriber') agrees to be bound by the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. Subject to Subscriber's payment of the fees set out above, McGraw Hill LLC hereby grants to Subscriber a non-exclusive, non-transferable license to allow only the number of Authorized Users that corresponds to the quantity of Subscribed Materials set forth above to access and use the Subscribed Materials under the terms described in the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. The subscription term for the Subscribed Materials shall be as set forth in the Product Description above. If no subscription term is specified, the initial term shall be one (1) year from the date of this price quote (the 'Initial Subscription Term'), and thereafter the Subscriber shall renew for additional one (1) year terms (each a 'Subscription Renewal Term'), provided MHE has chosen to renew the subscription and has sent an invoice for such Subscription Renewal Term to Subscriber.

Terms Of Service

Provisions required by Subscriber State law

ATTENTION: In our effort to protect our customer's data, we will no longer store credit card data in any manner within in our system. Therefore, as of April 30, 2016 we will no longer accept credit card orders via email, fax, or mail/package delivery. Credit card orders may be placed over the phone by calling the number listed above or via our websites by visiting www.mheducation.com (or www.mhecoast2coast.com).

**School Purchase Order Number:** _____

Name of School Official (Please Print) _____ Signature of School Official

**PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER**

**SEND ORDER TO:** McGraw Hill LLC |
Email: order@mheducation.com | Phone: | Fax:

QUOTE DATE: 05/27/2026 ACCOUNT NAME: Chapel Hill Carrboro City Sch EXPIRATION DATE:09/30/2026
QUOTE NUMBER: MSELL-05272026050025-001-DAG ACCOUNT #: 373357 PAGE #: 3

North Carolina Department of PUBLIC INSTRUCTION

# Data Confidentiality and Security Agreement for Online Service Providers and Public School Units (Student Data)

McGraw Hill LLC ("Provider") hereby agrees to the terms of this Data Confidentiality and Security Agreement ("Security Agreement") for the purpose of sharing confidential student information between Chapel Hill-Carrboro City Schools ("Public School Unit" or "PSU" as defined by N.C. Gen. Stat. 115C-5(7a)) and Provider in a manner consistent with any applicable laws and policies, including, but not limited to, the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g and its implementing regulations at 34 CFR part 99; the Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. 1232h and its implementing regulations at 34 CFR part 98; the Children's Online Privacy Protection Act (COPPA), 15 U.S.C. 6501-6506 and its implementing regulations at 16 CFR part 312; N.C. Gen. Stat. §§ 115C-401.1, 115C-401.2, and 115C-402.

1. **Purpose.** The North Carolina Department of Public Instruction is charged with maintaining statewide student data systems and protecting student data under North Carolina General Statute 115C, Article 29 Provider is requesting access to certain student data maintained by NCDPI and Public School Unit for services rendered by the Provider. The purpose of this Security Agreement is to set forth the terms and conditions upon which Provider may be granted access to such student data in order to ensure that the student data is used and stored appropriately and in compliance with all applicable federal, state, and local laws, regulations, and policies. The Provider shall receive fields and data described in Attachment A.

2. **Student Records and Information.** Provider acknowledges that any data shared and released to Provider by the Public School Unit (the "Shared Data") is for the purpose of providing the goods and services purchased by the PSU. The Shared Data is defined as any data or information shared by the PSU with Provider pursuant to this Agreement, including but not limited to any de-identified data, aggregated data sets, personally identifiable information (PII) about students, and other student information, including, but not limited to, student data and user content. The Shared Data will be used by Provider for the purpose of populating student data into systems subscribed to by the Public School Unit. Provider system generated data such as log files would not be considered Shared Data. The parties agree that the Shared Data and all rights to the Shared Data shall remain the exclusive property of NCDPI and the Public School Unit, and that Provider has a limited, nonexclusive, license solely for the purpose of performing its obligations under agreements with the PSU.

3. **Compliance with Applicable Laws, Policies, and Procedures.** To become or remain a recipient of the Shared Data, Provider agrees to comply with all applicable laws and regulations in all respects. For purposes of this Security Agreement, FERPA includes 20 U.S.C. 1232g, Chapter 99 of Title 34 of the Code of Federal Regulations, and any North Carolina State Board of Education policies, local Public School Unit Board of Education policies and procedures implementing these federal laws. PPRA includes 20 U.S.C 1232h, Chapter 98 of Title 34 of the Code of Federal Regulations, and any state law, State Board of Education or Public School Unit policies implementing these federal laws. COPPA includes 5 U.S.C. 6501-6505, Chapter 312 of Title 16 of the Code of Federal Regulations, and any state law and PSU Board of Education policies implementing these federal laws. Nothing in this Security Agreement may be construed to allow the Provider to maintain, use, or disclose any Shared Data in a manner inconsistent with any applicable law, regulation, or policy.

4. **Authorized Use of Shared Data.** All services provided by Provider shall at all times be limited to functions of the Public School Unit that could otherwise be provided by a school official and which the Public School Unit is "outsourcing" to Provider pursuant to 34 CFR 99.31(a)(1)(B). Provider agrees to use the Shared Data for no other purpose other than those identified in Paragraph 2 of this Agreement. The Security Agreement does not convey ownership of Shared Data to Provider.

5. **Procedures for the Maintenance and Security of Shared Data.** While in the possession, custody, or control of the Provider, or any authorized subcontractor, all Shared Data shall be stored in a secure environment, within the continental United States, with access limited to the least number of staff needed to complete the work requested by the PSU. Access to Shared Data from outside the continental United States may be permitted if limited to a secure virtual desktop or similar method and provided that Shared Data is not stored or transmitted outside the continental United States. The provider shall develop, implement, maintain, and use appropriate administrative, technical, and physical security measures to preserve the confidentiality, integrity, and availability of all electronically maintained or transmitted data received from, or on behalf of the PSU. Such measures shall include processes for the transmission and storage of such data.

    a. Provider agrees that it will protect the Shared Data against loss, unauthorized destruction, erasure and unauthorized uses or disclosures. Specifically, Provider agrees that all Shared Data received or accessed in the course of providing services to the PSU shall be subject to the confidentiality and disclosure provisions of the NC Public Records Act and other applicable federal and state statutes and regulations, and PSU policies, including but not limited to the laws and policies described in Paragraph 3 of this Security Agreement.

    b. For the purposes of ensuring Provider's compliance with this Security Agreement and all applicable state and federal laws, Provider shall designate one or more individuals as the primary data custodian(s) of the data that the PSU shares with Provider and shall notify the PSU of the name(s) and title(s) of such individual(s) prior to any disclosure of any Shared Data to such persons, and in the event of any changes to the named individuals. The PSU will release all Shared Data for this project to the named primary data custodian(s). The primary data custodian(s) shall ensure that the project shall be conducted in a manner that does not permit personal identification of PSU students by anyone other than representatives of Provider who need such information for the purposes described in Paragraphs 1 and 2 of this Security Agreement. The primary data custodian(s) shall also be responsible for maintaining a log of all Shared Data received pursuant to this Security Agreement and ensuring the timely destruction or return of the Shared Data as required by this Security Agreement.

    c. Provider shall protect Shared Data from unauthorized physical and electronic access. All Shared Data shall be kept in a secure location, within the continental United States, preventing unauthorized access. Provider shall not forward to any person or entity other than the contracted PSU any student record or PII, including, but not limited to, the student's identity, without the advance written consent of the PSU.

    d. Provider agrees to handle any and all Shared Data using appropriate access control and security, including password-protection and encryption in transport and electronic storage, and periodic auditing of such Data at rest. Data subject to FERPA shall not be emailed in plain text or used for marketing campaigns.

    e. Provider will maintain an access log delineating the date, time, and identity of any person or entity given access to any Shared Data student records who is not in the direct employ of Provider. No such access shall be granted except in strict compliance with the terms and conditions of this Agreement and applicable law.

6. **Required Documentation.**

    a. Provider agrees to provide the PSU with a completed self-assessment using an approved self-assessment toolkit prior to the execution of the contract. The list of approved self- assessment

toolkits are listed at: https://www.dpi.nc.gov/about-dpi/technology-services/third-party-data-integration.

b. Provider agrees to provide the PSU, at the execution of the contract and annually thereafter, a third-party conducted assessment public report or executive summary that does not include confidential information. The list of approved third-party conducted assessments are listed at: https://www.dpi.nc.gov/about-dpi/technology-services/third-party-data-integration.

7. **Additional Security Measures and Documentation.** The PSU, at their sole discretion, may request additional documentation including:

   a. The provider shall securely share any documentation provided to PSU with the North Carolina Department of Public Instruction for evaluation and review at the request of the Department of Public Instruction.

   b. The provider also agrees to abide by local policies included by the PSU as an addendum to this agreement.

   c. The provider shall securely share any documentation provided with the North Carolina Department of Public Instruction for evaluation and review at the request of the Department of Public Instruction.

8. **Prohibition on Unauthorized Use or Disclosure of Shared Data.**

   a. Provider agrees to hold all Shared Data in strict confidence. Provider shall not use or disclose such data received from or on behalf of the contracted PSU except as authorized in writing by the contracted PSU or as required by law. Provider agrees not to disclose any data obtained from the contracted PSU in a manner that could identify any individual student to any other entity, attempt to infer or deduce the identity of any individual student based on data provided by the PSU, or claim to have identified or deduced the identity of any student based on data provided by the PSU.

   b. Provider agrees and specifically warrants that it, its officers, directors, principals and employees, and any subcontractors, shall hold all information received during performance of this Contract in the strictest confidence and shall not disclose the same to any third party without the express written approval of the State.

   c. Provider is prohibited from mining Shared Data for any purposes other than those agreed to in writing by DPI and the Public School Unit. Data mining or scanning of user content for the purpose of advertising and/or marketing to students or their parents is strictly prohibited by NCGS § 115C-401.2.

   d. In no event will Provider use any of the Shared Data for its own commercial marketing or advertising purposes, or for the commercial marketing or advertising purposes of any third party. Provider also agrees to not market additional or add-on services to parents or students within the Public School Unit, without the express written consent of the PSU.

   e. In the event of any unauthorized use or disclosure of Shared Data, Provider shall report the existence of an incident to the PSU within twenty-four (24) hours after Provider learns of such use or disclosure and shall cooperate with any investigations conducted by Law Enforcement, the PSU, the North Carolina Department of Public Instruction, the North Carolina Department of Information Technology, and any affiliated parties. As used herein, incident includes a Cybersecurity Incident or Significant Cybersecurity Incident as defined in NC General Statute 143B-1320. Unauthorized disclosure shall include, but is not limited to, technical breaches, misconfigurations, invalid permissions, and any other access which results in a user of the system or public receiving access to Shared Data they would not otherwise be entitled to.

   f. Provider shall provide a report upon PSU request within seventy-two (72) hours of the request the current state of the incident. Provider will also provide an incident postmortem report within two (2) business days of incident resolution. Such report shall identify the following if known:

      i. The nature of the unauthorized use or disclosure,

ii. The Shared Data used or disclosed,

iii. Who made the unauthorized use or received the unauthorized disclosure,

iv. What Provider has done or shall do to mitigate the effects of the unauthorized use or disclosure, and

v. What corrective action Provider has taken or shall take to prevent future similar unauthorized use or disclosure.

g. Provider shall also provide such other information related to the unauthorized use or disclosure that may be reasonably requested by NCDPI and the PSU within no more than seventy-two (72) hours of the request. NCDPI and/or the PSU may also require that Provider provide a written notice of the breach or disclosure, as well as a description of the corrective actions taken, to any student, parent, or employee directly impacted by the breach or disclosure. Any such notice shall be subject to review and approval by NCDPI and the PSU.

h. Provider will not release any research or publications pertaining to the Public School Unit's data without the PSU's advance written consent.

i. NCDPI acknowledges that Provider may consider certain information reported pursuant to e and f above as confidential and not subject to disclosure under the NC Public Records Act. Provider may mark such information as exempt from disclosure upon consultation with Provider's legal counsel, however such determination shall not preclude delivery of the information to NCDPI.

9. **Employees, Contractors, and Agents.** Provider shall ensure that all subcontractors are contractually bound to adhere to all of the terms of this Security Agreement with respect to its possession and use of any Shared Data and is aware of its obligations under applicable law with regard to the possession, use and re-disclosure of any Shared Data. The provider upon request by the PSU or NCDPI shall provide a list of subcontractors with access to Shared Data and any agreements between the Provider and subcontractor that is specifically related to Shared Data. Nothing in this paragraph shall relieve the Provider of its obligations under this Agreement, including its responsibilities to ensure the security of any Shared Data provided by the PSU pursuant to this Agreement.

10. **Investigations.** A list of PSU data fields and types held by Provider will be made available to PSU for review and inspection upon request of the PSU. In the event of an Incident, Provider shall cooperate with the PSU or with any other person or agency as directed by the PSU with investigating activities related to Provider's use and safeguarding of the Shared Data, including but not limited to allowing inspection of the data logs described in Paragraph 5.b and 5.d of this Agreement. The Public School Unit will maintain the confidentiality of any trade secrets of Provider that may be accessed during an audit conducted under this Security Agreement. The PSU reserves the right to terminate this Security Agreement at any time if the Provider does not comply with the terms and conditions set forth herein.

11. **Term; Post-Termination.** This Security Agreement takes effect upon the date of full execution and continues in full force and effect while Provider has possession, custody, or control of any of the Shared Data. Within 90 days of the expiration of the Subscription, Purchase Order, or Terms between the PSU and the Provider - or upon notice of termination of this agreement - the Provider shall assist the PSU, upon written request, in extracting and/or transitioning all Data collected by the Provider in the format determined by the PSU. The Transition Period may be modified in writing by the parties in a contract amendment. Upon termination and after providing the Data to the PSU, the Provider shall permanently destroy or render inaccessible any Shared Data and provide the state notice in writing. All plugins and data sharing of PSU data to the Provider will terminate immediately. No other entity, including any subcontractors of Provider, shall be authorized to continue possessing or using any Shared Data. Any Shared Data remaining on any computers, servers, or other technological devices of Provider or its employees, agents, or subcontractors, shall be permanently deleted. Provider shall complete such destruction as promptly as possible, but not less than thirty (30) days after the effective date of the termination or expiration of this Agreement. Within

such thirty (30) day period, Provider shall certify in writing to PSU that such destruction has been completed. This section shall survive the expiration or earlier termination of this Agreement.

12. **Breach and Default; Indemnification; Remedies.**

    a. In the event of a material data or security breach, or, if the PSU determines, in their sole discretion, that student information has been mishandled or disclosed in a manner inconsistent with this Security Agreement, the PSU may demand the immediate return or destruction of any and all of the Shared Data.

    b. Provider shall fully indemnify and hold harmless the State Board of Education, the Department of Public Instruction, and the District and its past, current and future members of Boards of Education, elected officials, agents, and employees from and against all claims, actions, demands, costs, damages, losses, and/or expenses of any kind whatsoever proximately resulting from any material data breach of this Security Agreement or any unauthorized use or disclosure of the Shared Data by Provider or its subcontractor(s).

    c. In the event of an incident, outage, or data corruption in the North Carolina Student Information System (NCSIS) determined to be caused by the actions of the Provider, the provider shall cover any costs imposed by the NCSIS vendor for a return to normal operations.

    d. Nothing in this Agreement shall restrict the PSU from seeking any other rights or remedies to which it may be entitled at law or equity

13. **No Right or Entitlement to Student Data.** This Security Agreement sets out the terms and conditions, under which the PSU may, in their sole discretion, provide Shared Data to Provider. Nothing in this Security Agreement creates any right, title, or interest in Provider to receive any such information.

14. **Miscellaneous.**

    a. Governing Law. This Security Agreement and the rights and obligations of the parties hereto shall be governed by and construed and enforced in accordance with the laws of the State of North Carolina.

    b. Relationship of Parties. The parties shall be independent contractors, and nothing herein shall be construed as creating a partnership or joint venture; nor shall any employee of either party be construed as employees, agents, or principals of any other party hereto.

    c. No Third Party Beneficiaries. Nothing in this Security Agreement shall confer upon any person other than the parties any rights, remedies, obligations, or liabilities whatsoever.

    d. Headings. The headings and other captions in this Security Agreement are for convenience and reference only and shall not be used in interpreting, construing or enforcing any of the provisions of this Security Agreement.

    e. Assignment of Rights. Neither this Security Agreement, nor any rights, duties, nor obligations described herein shall be assigned by Provider without the prior express written consent of the PSU.

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

    g. Authority to Enter Agreement. The person(s) executing this Agreement on behalf of Recipient has authority to do so as an official, binding act of Recipient.

    h. Conflicts. In the event of any conflict between this Security Agreement and any existing contract, purchase order, agreement or terms of service between the PSU, and Provider, the terms and conditions of this Security Agreement shall control.

SIGNATURE PAGE FOLLOWS

IN WITNESS THEREOF, the parties to this Agreement have set their hands and seals on the dates indicated below.

Provider:

Kimberly Harvey Digitally signed by Kimberly Harvey Date: 2026.09.03 16:16:25 -04'00' | 9/2/2026

Signature | Date

Kimberly Harvey, Vice President of Strategic Services

[Printed Name, Title]

Public School Unit:

Helen J. Atkins | 9-4-26

Signature | Date

Helen Atkins Director of Multilingual, Dual Language & World Language K–12 Programs

[Printed Name, Title]

Exhibit C

# Third-Party Data Integration

Attachment A: Collection Reporting Worksheet

## PSU Information

PSU Name: Chapel Hill-Carrboro City Schools
Contact Name: Al McArthur
Title: Director of Digital Learning and Libraries
Email Address: amcarthur@chccs.k12.nc.us

## Vendor Information

Vendor Name: McGraw Hill, LLC

Product Name: Achieve3000 / Actively Learn

Vendor Contact Name: Anastasia Trueman / Kimberly Harvey

Vendor Contact Email: anastasia.trueman@mheducation.com, kim.harvey@mheducatio

## Integration Details

Rationale for Request:

Achieve3000 and Actively Learn are Digital Learning Platforms that requires data integration with your school districts SIS to provide real-time student performance data and personalized learning experiences. This data integration will allow us to provide your teachers with the necessary tools to make informed decisions that positively affect student outcomes.

Which systems are you requesting to integrate with?

- ☐ Amplify mClass
- ☐ ECATS
- ☐ NCEdCloud Identity and Access Management
- ☒ Student Information System
- ☐ Other:

Are you attempting to write data back to the above-named systems?

- ☐ Yes
- ☒ No, only reading data

How will this product be integrated with the source systems?

- ☒ API
- ☐ Plugin
- ☐ Auto COMM/Data Import

Fields to be Integrated

| Table | Field | Rationale (How will this data be used) |
|---|---|---|
| Student | Username | This information is used to authenticate the user, to provide content to the user, and to report on progress. |
| Student | email | This information is used to authenticate the user, to provide content to the user, and to report on progress. |
| Student | Name | This information is used to authenticate the user, to provide content to the user, and to report on progress. |

| Table | Field | Rationale (How will this data be used) |
|---|---|---|
| Student | Student_number | This information is used to authenticate the user, to provide content to the user, and to report on progress. |
| Student | District | This information is used to manage students at an institutional account level. |
| Student | Grade | This information is used to manage students at an institutional account level. |
| Student | Location | This information is used to manage students at an institutional account level. |
| Student | School | This information is used to manage students at an institutional account level. |
| Student | Schools | This information is used to manage students at an institutional account level. |

| Table | Field | Rationale (How will this data be used) |
|---|---|---|
| Student | Sis_ID | This information is used to manage students at an institutional account level. |
| Student | State_ID | This information is used to manage students at an institutional account level. |
| Student | Graduation Year | This information may be collected by your SIS and passed to us, but it is not stored in or used by our system. |
| Contact | District | This information may be collected by your SIS and passed to us, but it is not stored in or used by our system. |
| Contact | Email | This information may be collected by your SIS and passed to us, but it is not stored in or used by our system. |
| Contact | Name | This information may be collected by your SIS and passed to us, but it is not stored in or used by our system. |

| Table | Field | Rationale (How will this data be used) |
|---|---|---|
| Contact | Phone | This information may be collected by your SIS and passed to us, but it is not stored in or used by our system. |
| Contact | Phone_Type | This information may be collected by your SIS and passed to us, but it is not stored in or used by our system. |
| Contact | Relationship | This information may be collected by your SIS and passed to us, but it is not stored in or used by our system. |
| Contact | Sis_ID | This information may be collected by your SIS and passed to us, but it is not stored in or used by our system. |
| Contact | students | This information may be collected by your SIS and passed to us, but it is not stored in or used by our system. |
| District | Email | This information is used to authenticate the user and manage them at an institutional account level. |

| Table | Field | Rationale (How will this data be used) |
|---|---|---|
| District | Name.first | This information is used to authenticate the user and manage them at an institutional account level. |
| District | Name.last | This information is used to authenticate the user and manage them at an institutional account level. |
| District | District | This information is used to authenticate the user and manage them at an institutional account level. |
| District | Title | This information may be collected by your SIS and passed to us, but it is not stored in or used by our system. |
| INTENTIONALLY BLANK | INTENTIONALLY BLANK | INTENTIONALLY BLANK |
| INTENTIONALLY BLANK | INTENTIONALLY BLANK | INTENTIONALLY BLANK |

## Identify any queries that will be used to select data from the source system:

Daily OneRoster Sync from Clever.

Exhibit D

# Vendor Readiness Assessment Report Requirement

The Vendor must complete and submit one of the following to the School System's Executive Director of Technology, Debby Atwater, at datwater@chccs.k12.nc.us. This document will not be shared outside of the School System nor be incorporated into the full contract:

- A Vendor Readiness Assessment Report (Non-State-Hosted Solutions) (VRAR) self-assessment to capture the baseline security controls in accordance with NIST 800-53, the framework for state security policies OR
- Educause Higher Education Community Vendor Assessment Toolkit (HECVAT) Lite Or
- CoSN K-12 Community Vendor Assessment Toolkit (K-12CVAT)

**Exhibit E**

# Sexual Offender Registry Check Certification Form

***PLEASE SUBMIT THIS FORM TO YOUR SCHOOL SYSTEM'S REPRESENTATIVE***

Project Name: Achieve 3000 Literacy On-site Professional Learning Training Contract: 2026–2027

Check the appropriate box to indicate the type of check:

☒Initial ☐Supplemental ☐Annual

I, Kimberly Harvey (Name), VP Strategic Services (Title), of McGraw Hill, LLC, 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. | Vickie Smith | Customer Success Specialist |
| 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.

Kimberly Harvey, VP Strategic Services (print name)

Kimberly Harvey Digitally signed by Kimberly Harvey Date: 2026.09.03 16:16:58 -04'00' 9/2/2026 (signature / date)

Because learning changes everything.®

## QUOTE PREPARED FOR:

Chapel Hill Carrboro City Sch
750 S MERRITT MILL RD
CHAPEL HILL, NC 27516
ACCOUNT NUMBER: 373357

## SUBSCRIPTION/DIGITAL CONTACT:

Christy Stanley
cstanley@chccs.k12.nc.us
(919)967-8211

## CONTACT:

Christy Stanley
cstanley@chccs.k12.nc.us
(919)967-8211

## SALES REP INFORMATION:

Michael Sell
michael.sell@mheducation.com

| Section Summary | | Total Catalog Price | Savings % | Selling Price Subtotal |
|---|---|---|---|---|
| Chapel Hill Carrboro City A3K Renewal 26-27 | | $30,313.00 | 0 | $30,313.00 |
| | **PRODUCT TOTAL*** | **$30,313.00** | **0** | **$30,313.00** |
| | ESTIMATED S&H** | | | $0.00 |
| | ESTIMATED TAX** | | | $0.00 |
| | **GRAND TOTAL*** | | | **$30,313.00** |

* Prices are valid through September 30th. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Comments:

Culbreth MS A3K 150
McDougle A3K 150
Frank P. Graham ES A3K 250

**PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER**

**SEND ORDER TO:** McGraw Hill LLC |
Email: order@mheducation.com | Phone: | Fax:

QUOTE DATE: 05/27/2026 ACCOUNT NAME: Chapel Hill Carrboro City Sch EXPIRATION DATE:09/30/2026
QUOTE NUMBER: MSELL-05272026050025-001-DAG ACCOUNT #: 373357 PAGE #: 1

Because learning changes everything.®

| Product Description | ISBN | Qty | Catalog Price | Savings % | Selling Price | Total Selling Price |
|---|---|---|---|---|---|---|
| **Chapel Hill Carrboro City A3K Renewal 26-27** | | | | | | |
| ACHIEVE 3000 BOOST STDALN 1 YR PRODUCT | 978-1-26-607976-4 | 250 | $52.41 | 0 | $40.88 | $10,220.00 |
| ACHIEVE 3000 BOOST STDALN 1 YR PRODUCT | 978-1-26-607976-4 | 150 | $52.41 | 0 | $52.41 | $7,861.50 |
| ACHIEVE 3000 BOOST STDALN 1 YR PRODUCT | 978-1-26-607976-4 | 150 | $52.41 | 0 | $52.41 | $7,861.50 |
| LIT SITE SETUP SUPPORT 1YR BUNDLE | PLSSFEE.1 | 3 | $290.00 | 0 | $290.00 | $870.00 |
| LITERACY ONSITE PROFESSIONAL LEARNING TRAINING UNITS PER YEAR | PDI.1 | 1 | $3,500.00 | 0 | $3,500.00 | $3,500.00 |
| | | **Chapel Hill Carrboro City A3K Renewal 26-27 Subtotal:** | | | **$3,935.70** | **$30,313.00** |

**PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER**

**SEND ORDER TO:** McGraw Hill LLC |
Email: order@mheducation.com | Phone: | Fax:

QUOTE DATE: 05/27/2026 ACCOUNT NAME: Chapel Hill Carrboro City Sch EXPIRATION DATE:09/30/2026
QUOTE NUMBER: MSELL-05272026050025-001-DAG ACCOUNT #: 373357 PAGE #: 2

Because learning changes everything.®

## QUOTE PREPARED FOR:

Chapel Hill Carrboro City Sch
750 S MERRITT MILL RD
CHAPEL HILL, NC 27516
ACCOUNT NUMBER: 373357

## CONTACT:

Christy Stanley
cstanley@chccs.k12.nc.us
(919)967-8211

| | |
|---|---|
| TOTAL CATALOG PRICE | $30,313.00 |
| SAVINGS % | 0 |
| **PRODUCT TOTAL*** | **$30,313.00** |
| ESTIMATED SHIPPING & HANDLING** | $0.00 |
| ESTIMATED TAX** | $0.00 |
| **GRAND TOTAL** | **$30,313.00** |

## SUBSCRIPTION/DIGITAL CONTACT:

Christy Stanley
cstanley@chccs.k12.nc.us
(919)967-8211

Comments:

* Prices are valid through September 30th. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Terms of Service:
By placing an order for digital products (the 'Subscribed Materials'), the entity that this price quote has been prepared for ('Subscriber') agrees to be bound by the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. Subject to Subscriber's payment of the fees set out above, McGraw Hill LLC hereby grants to Subscriber a non-exclusive, non-transferable license to allow only the number of Authorized Users that corresponds to the quantity of Subscribed Materials set forth above to access and use the Subscribed Materials under the terms described in the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. The subscription term for the Subscribed Materials shall be as set forth in the Product Description above. If no subscription term is specified, the initial term shall be one (1) year from the date of this price quote (the 'Initial Subscription Term'), and thereafter the Subscriber shall renew for additional one (1) year terms (each a 'Subscription Renewal Term'), provided MHE has chosen to renew the subscription and has sent an invoice for such Subscription Renewal Term to Subscriber.

Terms Of Service

Provisions required by Subscriber State law

ATTENTION: In our effort to protect our customer's data, we will no longer store credit card data in any manner within in our system. Therefore, as of April 30, 2016 we will no longer accept credit card orders via email, fax, or mail/package delivery. Credit card orders may be placed over the phone by calling the number listed above or via our websites by visiting www.mheducation.com (or www.mhecoast2coast.com).

**School Purchase Order Number:** _____

Name of School Official (Please Print) _____ Signature of School Official

**PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER**

**SEND ORDER TO:** McGraw Hill LLC |
Email: order@mheducation.com | Phone: | Fax:

QUOTE DATE: 05/27/2026 ACCOUNT NAME: Chapel Hill Carrboro City Sch EXPIRATION DATE:09/30/2026
QUOTE NUMBER: MSELL-05272026050025-001-DAG ACCOUNT #: 373357 PAGE #: 3

Achieve3000®

February 22, 2024

To Whom It May Concern:

This letter confirms that Achieve3000®, Inc. is the sole source for the Achieve3000 Literacy™, Achieve3000 Math™, Actively Learn, eScience3000®, Smarty Ants® , and ALEKS educational online services as well as the LevelSet™ assessment. Achieve3000 is the only provider of these services, each of which utilizes proprietary, patented technology (USPTO 8,714,986 and 9,652,993), copyrighted materials, trade secrets and source code that are, in various parts, either owned by Achieve3000 or licensed to Achieve3000. As a result, these services may be utilized only with the permission of Achieve3000.

Our solutions include:

- Smarty Ants, accelerating students' mastery of foundational reading skills through personalized, game-based instruction
- LevelSet, reliably benchmarking students' individual Lexile® reading measures three times annually
- Achieve3000 Literacy, accelerating the literacy growth of every student through differentiated content and instruction
- Actively Learn, powering deeply engaged student learning in ELA, social studies, and science classes
- Achieve3000 Math, accelerating students' mastery of mathematics standards through personalized practice
- ALEKS, a web-based assessment and learning system, uses adaptive questioning to quickly and accurately determine exactly what topics a student knows and doesn't know in a course then instructs each student on the topics they are most ready to learn.

Achieve3000 has a rich history of success across the nation. Millions of students in thousands of schools across the country have been impacted by Achieve3000 solutions.

We look forward to growing our partnership with your school district.

Sincerely,

Kimberly A. Harvey

Mc Graw Hill

Kim Harvey
VP, Strategic Services
McGraw Hill | School

# Board of Education Agenda Abstract

Meeting Date: September 17, 2026
Agenda Type:

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

**Division:** **Department:** Instructional Services Division

**Person Responsible:** Dr. Robert Bales, CAO Scarlett Steinert, Director Healthful Living, Athletics & Drivers Education

**Feedback Requested From:**

**Strategic Plan Alignment:** Equitable and Transparent Fiscal Stewardship and Operations

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

**Attachment(s):**

**PURPOSE:**

To seek official approval of a fee increase that was put into place by the Orange Person Athletic Conference (OPAC) for middle schools.

Game Admission Prices

- If you are paying CASH: $7 for Pre-Season and Regular Season events. $10 for Playoffs, Championship Games, and Tournaments.
- If you are using GoFan (digital), it will add $1 to your total ($8/$11)
- 10 & Under = FREE. Middle Schoolers = FREE, 60 & Over = FREE
- CHCCS Employees = FREE

**BACKGROUND:**

The current admission price of $5 has remained unchanged despite rising expenses associated with athletic operations. Costs for venue support, technology support, promotional materials, refreshments, bus drivers, officials, and overall student-athlete/fan experience have steadily increased. Maintaining the current admission fee limits the conference's and each school's ability to provide a high-quality experience and atmosphere for our student-athletes, families, and guests. This represents a $2 increase, or 40%, while still keeping the conference affordable and accessible to attendees.

The fee increase will help maintain a healthy budget, reduce reliance on sponsorships or last-minute fundraising efforts, and allow the conference to keep growing and improving.

**FINANCIAL IMPACT:**
For every 100 attendees, the proposed increase would generate an additional $200 in revenue. These funds can be allocated directly to enhance conference programming and services.

**PERSONNEL IMPACT:**
none

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

**RESOLUTION:** Be it, therefore, resolved that the Board of Education approves an athletic fee increase for middle schools.

# Board of Education Agenda Abstract

Meeting Date: September 17, 2026
Agenda Type: Discussion and Action

**Subject:** Recommendation for Approval of Board of Education's FY 2026-27 Budget Resolution

| | | | |
|---|---|---|---|
| **Division:** | Business and Financial Services Division | **Department:** | Budget/Finance |
| **Person Responsible:** | Jonathan Scott, Chief Financial Officer and Justin Kiser, Assistant Finance Officer | **Feedback Requested From:** | |

**Strategic Plan Alignment:** Equitable and Transparent Fiscal Stewardship and Operations

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

**Attachment(s):**
Update on the Board of Education's FY 2026-27 Budget Adoption .pptx (1).pdf
FY 2026 Budget Resolution.pdf

**PURPOSE:**
To adopt the proposed budget resolution for the Fiscal Year End June 30, 2027.

**BACKGROUND:**

The Board of Education adopts an annual budget resolution to establish the District's spending authority for each fiscal year. The proposed Fiscal Year 2026-27 Budget Resolution reflects anticipated state, federal, local, and other revenues and establishes appropriations necessary to support the instructional and operational needs of Chapel Hill-Carrboro City Schools.

Development of the FY 2026-27 budget has focused on maintaining fiscal stability while addressing declining enrollment, changes in state and local funding, and increasing personnel costs. The budget incorporates the County appropriation, special district tax, updated state funding, salary and benefit increases, local supplement adjustments, living wage requirements, substitute compensation changes, and the continued implementation of organizational restructuring and expenditure reductions identified through the District's multi-year financial stabilization efforts.

The initial budget continues the District's focus on aligning recurring expenditures with recurring

revenues, rebuilding fund balance, and preparing for longer-term financial pressures related to enrollment and facility utilization. The budget will be amended throughout the fiscal year as final allotments, grants, revenues, and other funding adjustments become known.

**FINANCIAL IMPACT:**
As presented in the abstract and attachments.

**PERSONNEL IMPACT:**
As presented in the abstract and attachments.

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

**RESOLUTION:** Be it, therefore, resolved, that the Chapel Hill - Carrboro City Schools Board of Education approves the Budget Resolution for the Fiscal Year Ended June 30, 2027 as presented.

CHAPEL HILL-CARRBORO CITY SCHOOLS
Est. 1909
STRATEGIC PLAN
2022-2027

# Update on the Board of Education's FY 2026-27 Budget Adoption

**Jonathan Scott, Chief Financial Officer**
**Business and Financial Services Division**

**September 17, 2026**

THINK (AND ACT) DIFFERENTLY

# Budget Development Timeline

| Nov - Dec 2025 | Jan 2026 | Feb - Mar 2026 | Apr - May 2026 | June 2026 | Jul - Sep 2026 |
|---|---|---|---|---|---|
| **Planning and Drafting**<br><br>Initial planning begins with identifying priorities and assessing financial needs. Stakeholders collaborate to outline the framework for the upcoming fiscal year. | **Planning and Drafting**<br><br>The BOE reviews preliminary assumptions during a Superintendent's Report to gain an early understanding of key budgetary factors and priorities for the upcoming fiscal year. | **Superintendent's Budget Request**<br><br>The Superintendent presents preliminary budget information and gathers input from school groups. A finalized proposed budget is submitted to the BOE for review and public engagement. | **Board of Education's Budget Request**<br><br>The BOE refines and submits its budget request to the BOCC, emphasizing key priorities. Collaborative sessions and public hearings follow to align the budget with county needs. | **BOCC Budget Adoption**<br><br>The BOCC reviews and approves the County's adopted budgets, finalizing funding allocations. This milestone solidifies the county's financial commitments to support school district priorities. | **BOE Budget Adoption**<br><br>The BOE finalizes and adopts all budget resolutions. This ensures readiness for implementation in the new fiscal year. |

# Continuation Drivers

The budget is driven by state-mandated pay and benefit increases, enrollment changes, inflation, and the need to maintain current staffing and services.

THINK (AND ACT) DIFFERENTLY

# Student Data

- NCDPI is utilizing FY2025-26 40th day Average Daily Membership (ADM) of **10,773** for FY 2026-27 membership projections
- Preliminary out-of-district enrollment is projected to be **260**
- Preliminary charter school enrollment is projected to be **228**
- Projected ADM minus Out-of-district enrollment plus Charter School enrollment gives a net estimation of **10,741** budgeted students
- This represents a projected decrease of **277** students compared with FY 2025-26



# Impact of Senate Bill 257 / SL 2026-41 (Budget Bill)

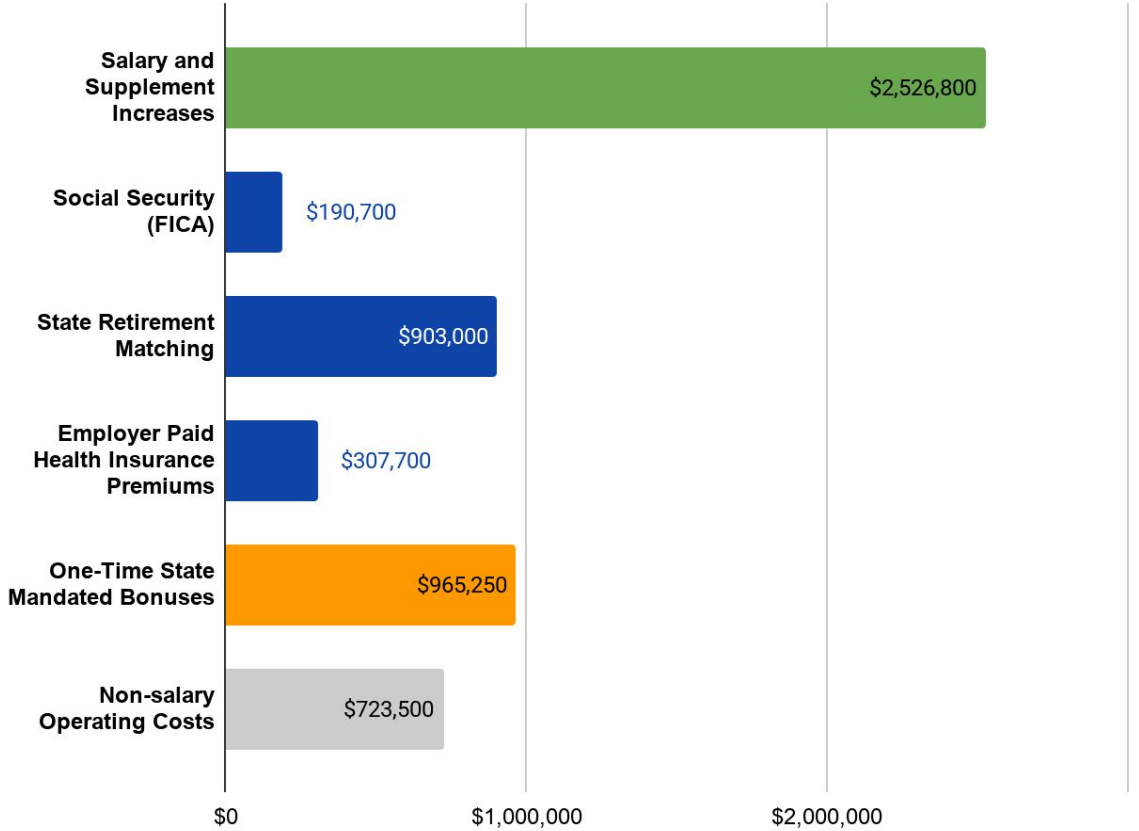
| Budget Driver | Description | Percentage increase included in FY27 Budget |
|---|---|---|
| **Teachers and Instructional Support (Certified)** | On average, eligible employees will receive an 8% salary increase, with the combined increase from the new salary schedule and annual step ranging from approximately **$2,940 to $7,250** | **5% to 18%** |
| **Assistant Principals** | To align with the increase provided to teachers, CHCCS will increase the local assistant principal salary schedule by **8%.** | **8%** |
| **Classified Staff, Principals, and Administration** | These positions will receive a **3%** salary schedule increase, with additional adjustments to ensure all employees are compliant with the Orange County Living Wage. | **3%** |
| **One-Time State Mandated Bonuses** | Eligible teachers, instructional support (State Certified/Licensed) and assistant principals will receive a one-time bonus based on years of experience (**$500 or $1,000**). Eligible Classified Staff, Principals, Central Administration will also receive a one-time bonus based on annual salary (**$1,000 or $1,750**). | **$500 - $1,750 per employee** |

# Other Important Budget Drivers

| Budget Driver | Description | Percentage increase included in FY27 Budget |
|---|---|---|
| **Employer State Retirement Matching Rate Increase** | The Teachers' and State Employees' Retirement System (TSERS) contribution rate will increase from 24.67% to 26.10%. The District also has to account for increased retirement expense due to the legislated salary increases. | 5.8% rate increase plus matching on salary increases |
| **Employer Paid Health Insurance Premium Increase** | The Employer-sponsored portion of employees' health insurance premiums increased from $8,500 to $8,925. | 5% rate increase, $425 per eligible employee |
| **Social Security and Medicare Matching (FICA)** | There was no change in the FICA matching rate for this fiscal year, however FICA expenses will increase due to the legislated salary increases | No rate increase but increase due to matching on salary increases |
| **Non-Salary Inflationary Increase** | 4% Inflationary Increase to budget items like Utilities, Supplies, Leases, etc. to account for inflation throughout the previous fiscal year | 4% |

# Key Continuation Budget Cost Drivers

| Continuation Item | Cost |
|---|---|
| Salary and Supplement Increases | $ 2,526,800 |
| Social Security (FICA) | 190,700 |
| State Retirement Matching | 903,000 |
| Employer Paid Health Insurance Premiums | 307,700 |
| One-Time State Mandated Bonuses | 965,250 |
| Non-salary Operating Costs | 723,500 |
| **Total Budgeted Continuation Costs** | $ 5,616,950 |



# Revenue Changes

**Revenue Increases**

- FY27 budgeted revenues total $98.1 million, an increase of approximately $3.0 million, or 3.1%, over FY26.
- Driven primarily by a $2.8 million increase in County Appropriation, along with a $592,000 increase in Special District Tax Revenue and a $25,000 increase in Sales and Use Tax Revenue.

**Revenue Decreases**

- These increases are partially offset by the transfer of Transportation Revenue $375,000 and Drivers Education Fee Revenue $50,000 to Fund 8.
- There is also a $25,000 decrease in Fines and Forfeitures Revenue.
- Interest and Miscellaneous Revenue remain unchanged from FY26.

# Revenue Changes

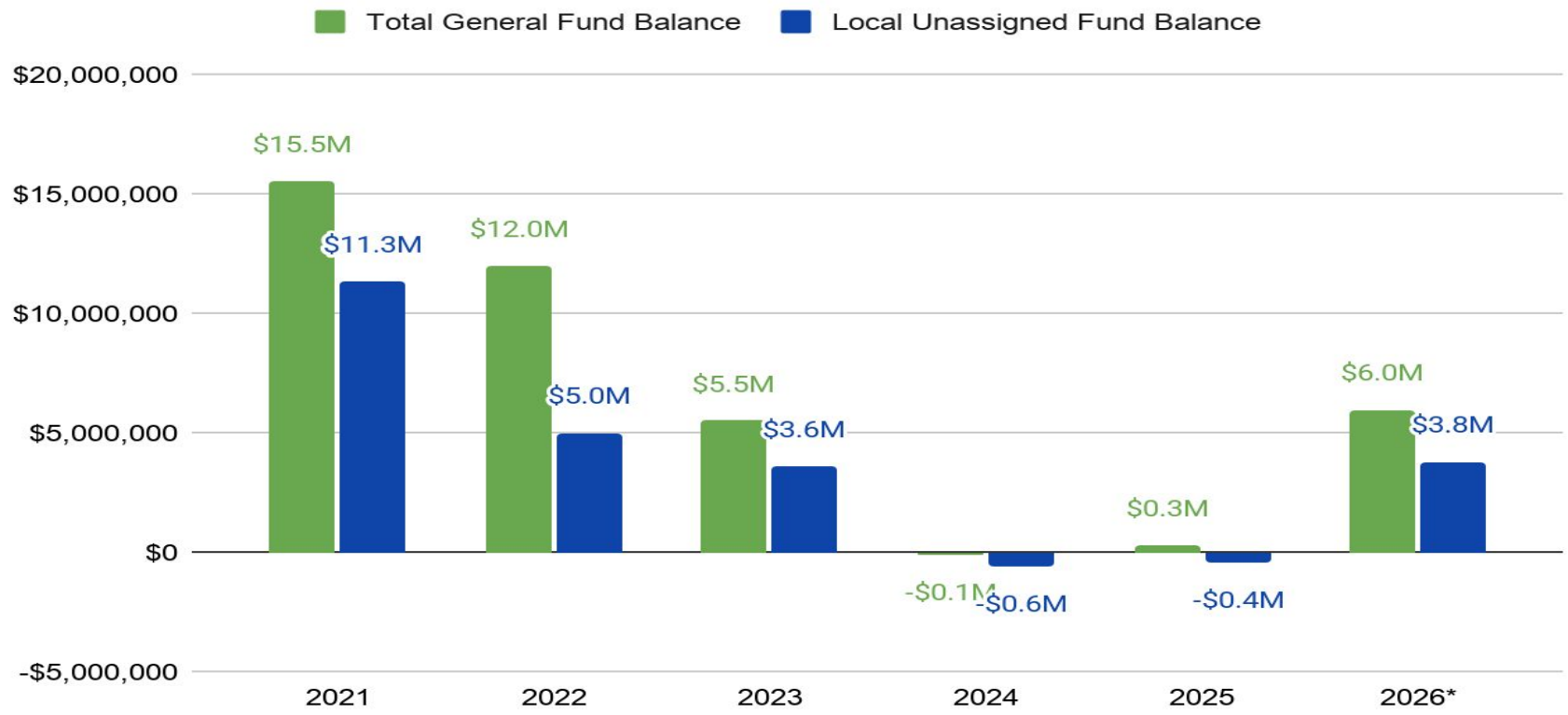
| | Budgeted FY27 | Budgeted FY26 | Change |
|---|---|---|---|
| Sales and Use Tax Revenue | $ 175,000 | $ 150,000 | $ 25,000 |
| County Appropriation | 67,560,890 | 64,752,786 | 2,808,104 |
| Special District Tax Revenue | 30,149,797 | 29,557,658 | 592,139 |
| Fines and Forfeitures Revenue | 200,000 | 225,000 | (25,000) |
| Interest Revenue | 10,000 | 10,000 | - |
| Miscellaneous Revenue | 25,000 | 25,000 | - |
| Drivers Education Fee Revenue | - | 50,000 | (50,000) |
| Activity Bus Transportation Revenue | - | 375,000 | (375,000) |
| | **$ 98,120,687** | **$ 95,145,444** | **$ 2,975,243** |

# Impact of Estimated Revenue Changes

| Budgetary Consideration | Impact |
|---|---|
| Total Continuation Costs before Revenue Changes | $ (5,616,950) |
| Local Revenue Changes | 2,975,243 |
| **Total Continuation Need after Local Revenue Changes** | **$ (2,641,707)** |
| Net Impact of Central Office Reductions and Reorganization | 1,296,000 |
| Change in HS Allotment Formula | 1,100,000 |
| **Net Remaining Continuation Amount to be Balanced*** | **$ (245,707)** |

*The net remaining balance from Continuation will be absorbed into the budget via the surplus from the result of operations in FY 2025-26

# Fund Balance Historical Analysis and FYE 2026 Forecast




*Based on District estimates that FYE 2026 will add ~$5.6m to the fund balance as a result of operations. Of that, it is estimated that about $2.2m would be reserved for various reporting requirements. Actual results will vary once the fiscal year is officially closed and audited.

CHAPEL HILL-CARRBORO CITY SCHOOLS

Est. 1909

STRATEGIC PLAN

2022-2027

# Questions?

THINK (AND ACT) DIFFERENTLY

# FY 2026-2027 Budget Resolution

BE IT RESOLVED by the Board of Education of the Chapel Hill-Carrboro City Schools Administrative Unit:

**Fund 1 Expenditures:** The following amounts are hereby appropriated for the operation of the school administrative unit in the State Public School Fund for the fiscal year beginning July 1, 2026 and ending June 30, 2027:

| | | |
|---|---|---|
| Instructional Programs: | | |
| Total 5100 - Regular Instructional Services | $ | 53,803,476 |
| Total 5200 - Special Population Services | | 15,189,145 |
| Total 5300 - Alternative Program Services | | 2,659,622 |
| Total 5400 - School Leadership Services | | 3,921,318 |
| Total 5800 - School-Based Services | | 2,908,488 |
| | | 78,482,049 |
| Support Services: | | |
| Total 6100 - Support and Development Services | | 320,328 |
| Total 6400 - Technology Support Services | | 128,523 |
| Total 6500 - Operational Support Services | | 6,461,328 |
| Total 6600 - Financial and Human Resource Services | | 168,525 |
| Total 6900 - Policy, Leadership, and Public Relations Services | | 597,816 |
| | | 7,676,520 |
| **Total State Public School Fund Appropriation** | **$** | **86,158,569** |

**Fund 1 Revenues:** The following revenues are estimated to be available to the State Public School Fund for the fiscal year beginning July 1, 2026 and ending June 30, 2027:

| | | |
|---|---|---|
| Total 3100 - State Public School Fund Revenue | $ | 86,158,569 |
| | | 86,158,569 |
| **Total State Public School Fund Appropriation** | **$** | **86,158,569** |

**Fund 2 Expenditures:** The following amounts are hereby appropriated for the operation of the school administrative unit in the Local Current Expense Fund for the fiscal year beginning July 1, 2026 and ending June 30, 2027:

| | |
|---|---|
| Instructional Programs: | |
| Total 5100 - Regular Instructional Services | $ 31,365,249 |
| Total 5200 - Special Population Services | 15,999,700 |
| Total 5300 - Alternative Program Services | 2,949,996 |
| Total 5400 - School Leadership Services | 5,922,753 |
| Total 5500 - Co-Curricular Services | 3,512,699 |
| Total 5800 - School-Based Services | 10,461,319 |
| | 70,211,716 |
| Support Services: | |
| Total 6100 - Support and Development Services | 2,164,540 |
| Total 6200 - Special Population Support and Development Services | 1,303,447 |
| Total 6300 - Alternative Programs Support and Development Services | 43,742 |
| Total 6400 - Technology Support Services | 2,135,001 |
| Total 6500 - Operational Support Services | 10,787,391 |
| Total 6600 - Financial and Human Resource Services | 5,036,824 |
| Total 6700 - Accountability Services | 665,825 |
| Total 6800 - System-wide Pupil Support Services | 97,606 |
| Total 6900 - Policy, Leadership, and Public Relations Services | 4,174,595 |
| | 26,408,971 |
| Non-Programmed Charges: | |
| Total 8100 - Payments to Other Governmental Units | 1,500,000 |
| | 1,500,000 |
| **Total Local Current Expense Fund Appropriation** | **$ 98,120,687** |

**Fund 2 Revenues:** The following revenues are hereby estimated to be available the Local Current Expense Fund for the fiscal year beginning July 1, 2026 and ending June 30, 2027:

| | |
|---|---|
| Total 3200 - State Revenue - Other Funds | $ 175,000 |
| Total 4100 - Local Sources General | 97,710,687 |
| Total 4400 - Local Sources - Unrestricted | 235,000 |
| | 98,120,687 |
| **Total Local Current Expense Fund Appropriation** | **$ 98,120,687** |

**Fund 3 Expenditures:** The following amounts are hereby appropriated for the operation of the school administrative unit in the Federal Grant Fund for the fiscal year beginning July 1, 2026 and ending June 30, 2027:

| | |
|---|---|
| Instructional Programs: | |
| Total 5100 - Regular Instructional Services | $ 363,000 |
| Total 5200 - Special Population Services | 63,238 |
| Total 5300 - Alternative Program Services | 83,893 |
| Total 5800 - School-Based Services | 10,000 |
| | 520,131 |
| Support Services: | |
| Total 6100 - Support and Development Services | 2,500 |
| Total 6200 - Special Population Support and Development Services | 25,000 |
| | 27,500 |
| Non-Programmed Charges: | |
| Total 8100 - Payments to Other Governments & Transfers | 21,583 |
| Total 8200 - Unbudgeted Funds | 25,918 |
| | 47,501 |
| **Total Federal Grants Fund Appropriation** | **$ 595,132** |

**Fund 3 Revenues:** The following revenues are estimated to be available to the Federal Grant Fund Revenues for the fiscal year beginning July 1, 2026 and ending June 30, 2027:

| | |
|---|---|
| Total 3600 - Federal Fund Revenue | $ 595,918 |
| | 595,918 |
| **Total Federal Grants Fund Appropriation** | **$ 595,132** |

**Fund 4 Expenditures:** The following amounts are hereby appropriated for the operation of the school administrative unit in the Capital Outlay Expense Fund for the fiscal year beginning July 1, 2026 and ending June 30, 2027:

| | | |
|---|---|---|
| Instructional Programs: | | |
| Total 5100 - Regular Instructional Services | $ | 213,580 |
| Total 5800 - School-Based Services | | 20,000 |
| | | 253,580 |
| Support Services: | | |
| Total 6400 - Technology Support Services | | 575,000 |
| | | 575,000 |
| Ancillary Services: | | |
| Total 7200 - Nutrition Services | | 20,000 |
| | | 20,000 |
| Capital Outlay: | | |
| Total 9000 - Capital Outlay | | 55,826,491 |
| | | 55,826,491 |
| **Total Capital Outlay Fund Appropriation** | **$** | **56,655,071** |

**Fund 4 Revenues:** The following revenues are estimated to be available to the Capital Outlay Expense Fund for the fiscal year beginning July 1, 2026 and ending June 30, 2027:

| | | |
|---|---|---|
| Total 3200 - State Revenue – Other Funds | $ | 175,000 |
| Total 4110 - County Appropriation - Recurring Capital | | 1,817,006 |
| Total 4400 - Local Sources - Unrestricted | | 25,000 |
| Total 4810 - County Appropriation - Capital Investment Plan | | 54,638,065 |
| | | 56,655,071 |
| **Total Capital Outlay Fund Appropriation** | **$** | **56,655,071** |

**Fund 5 Expenditures:** The following amounts are hereby appropriated for the operation of the school administrative unit in the Child Nutrition Services Fund for the fiscal year beginning July 1, 2026 and ending June 30, 2027:

| | |
|---|---|
| Ancillary Services: | |
| Total 7200 - Nutrition Services | $ 4,509,287 |
| | 4,509,287 |
| Non-Programmed Charges: | |
| Total 8100 - Payments to Other Governmental Units | 40,000 |
| | 40,000 |
| **Total Child Nutrition Fund Appropriation** | **$ 4,549,287** |

**Fund 5 Revenues:** The following revenues are hereby estimated to be available to the Child Nutrition Services Fund for the fiscal year beginning July 1, 2026 and ending June 30, 2027:

| | |
|---|---|
| Total 3800 - Other Restricted Grants | $ 2,557,369 |
| Total 4300 - Sales Revenues | 1,930,918 |
| Total 4400 - Local Sources - Unrestricted | 11,000 |
| Total 4800 - Local Sources - Restricted | 50,000 |
| | 4,549,287 |
| **Total Child Nutrition Fund Appropriation** | **$ 4,549,287** |

**Fund 7 Expenditures:** The following amounts are hereby appropriated for the operation of the school administrative unit in the Child Care Expense Fund for the fiscal year beginning July 1, 2026 and ending June 30, 2027:

| | | |
|---|---|---|
| Ancillary Services: | | |
| Total 7100 – Community Services | $ | 2,220,505 |
| | | 2,220,505 |
| Non-Programmed Charges: | | |
| Total 8100 - Payments to Other Governmental Units | | 143,500 |
| | | 143,500 |
| **Total Community Schools Fund Appropriation** | **$** | **2,364,005** |

**Fund 7 Revenues:** The following revenues are estimated to be available to the Child Care Expense Fund for the fiscal year beginning July 1, 2026 and ending June 30, 2027:

| | | |
|---|---|---|
| Total 4200 - Tuition & Fees | $ | 1,959,005 |
| Total 4400 - Local Sources – Unrestricted | | 405,000 |
| | | 2,364,005 |
| **Total Community Schools Fund Appropriation** | **$** | **2,364,005** |

**Fund 8 Expenditures:** The following amounts are hereby appropriated for the operation of the school administrative unit in the Fund 8 - Other Local Funds for the fiscal year beginning July 1, 2026 and ending June 30, 2027:

| | | |
|---|---|---|
| Instructional Programs: | | |
| Total 5100 - Regular Instructional Services | $ | 231,000 |
| Total 5200 - Special Population Services | | 1,553,000 |
| Total 5300 - Alternative Program Services | | 4,247,279 |
| Total 5800 - School-Based Services | | 2,828,690 |
| | | 8,859,969 |
| Support Services: | | |
| Total 6300 – Alternative Programs and Services Support Services | | 254,000 |
| Total 6500 - Operational Support Services | | 375,000 |
| | | 629,000 |
| Non-Programmed Charges | | |
| Total 8100 – Payments to Other Governmental Units | | $30,000 |
| | | $30,000 |
| **Total Other Local Revenues Fund Appropriation** | **$** | **9,518,969** |

**Fund 8 Revenues:** The following amounts are hereby appropriated for the operation of the school administrative unit in the Other Local Fund for the fiscal year beginning July 1, 2026 and ending June 30, 2027:

| | | |
|---|---|---|
| Total 3200 - State Revenue – Other Funds | $ | 600,000 |
| Total 3700 - Federal Revenue – Other Funds | | 3,894,279 |
| Total 4100 - Local Sources - General | | 2,508,690 |
| Total 4200 - Tuition & Fees | | 580,000 |
| Total 4400 - Local Sources – Unrestricted | | 1,361,000 |
| Total 4800 - Local Sources - Restricted | | 575,000 |
| | | 9,518,969 |
| **Total Other Local Revenues Fund Appropriation** | **$** | **9,518,969** |

Section 14 - The Superintendent is hereby authorized to:

Transfer appropriations under the following conditions:

1. Amounts may be transferred between functions of the same purpose of the same fund with a quarterly report of such transfers provided to the Board of Education and entered into the Board's minutes.

2. Amounts may be transferred between sub-functions and objects of expenditures with a monthly report of such transfers provided to the Board of Education being required.

3. Amounts may not be transferred between Fund Codes without prior approval of the Board of Education.

4. Amounts may be transferred in state or federal projects upon prior approval of the appropriate funding agency.

5. For the purpose of year-end closeout only, the Board of Education agrees to suspend the restrictions/provisions of this resolution given that a summary of all such transfers must be reported no later than December 31, 2027 and any such transfers resulting from the extraordinary/unusual occurrences/circumstances must be noted and explained.

# Board of Education Agenda Abstract

Meeting Date: September 17, 2026
Agenda Type: Discussion and Action

**Subject:**

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

| | | | |
|---|---|---|---|
| **Division:** | Student Support Services | **Department:** | Student Services Division |
| **Person Responsible:** | Brandy Reeves, Chief of Student Support Services; Tim MacArthur, Director of Student Information & Reporting | **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):**

**PURPOSE:**
The Board is asked to consider a temporary resolution adjusting Board Policy 4400 Attendance. Section C of the policy identifies circumstances under which absences may be designated as excused; however, transportation-related challenges are not currently included as an excused absence. The proposed temporary resolution would provide a limited-time accommodation for attendance concerns that result directly from the District's current transportation challenges to be excused.

**BACKGROUND:**

The District is currently experiencing transportation challenges that have created circumstances in which some students may be unable to attend school, or may arrive significantly late. These circumstances are different from a family choosing not to attend school because of transportation difficulties, which is why recent iterations of this policy have not included transportation as an excused absence.

In February 2025 and again in May 2026, the Board along with the policy committee revised its attendance policy with the intentional goal of increasing student attendance and strengthening expectations around consistent school presence. This policy along with other best practice- attendance strategies have led to an increase in our attendance across the district. The district has purposefully

maintained a tight attendance policy and did not identify bus transportation or transportation difficulties as an independent reason for an excused absence. This approach was intentional and reflects the Board's commitment to addressing chronic absenteeism and ensuring that students are in school each day.

Based on guidance received from the North Carolina Department of Public Instruction our District's current policy does not specifically establish District transportation disruptions as a lawful reason for an absence, the 1I* code cannot be used for that purpose without corresponding local Board authorization.

There is currently a tardy code in place to use when students are late to school due to bus transportation that occurs the day of, which includes late buses for a host of reasons.

Therefore, this resolution is intended to provide a temporary and narrowly defined exception while the District works through the current transportation challenges.

The resolution does not change the Board's commitment to attendance, nor does it establish a broad transportation exemption. Instead, it creates a mechanism to ensure that students and families are not penalized for attendance circumstances that result directly from a documented disruption in District transportation services.

The Board will continue to expect students to attend school regularly and will continue to hold the District accountable for addressing transportation barriers. We want to encourage families to reach out to school based social workers if they have continued challenges arriving at school due to transportation.

*1I: Local School Board Policy is a code that allows for temporary or occasional absence for reasons in accordance with local school board policies, or up to 5 days due to the immediate demands of the farm of the home in certain seasons of the year.

**FINANCIAL IMPACT:**
none

**PERSONNEL IMPACT:**
none

**SUGGESTED ACTION:** 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.

**RESOLUTION:** Be it, therefore, resolved that the CHCCS Board of Education temporarily establishes that an absence, tardy, or other attendance concern resulting directly from a documented District transportation

disruption may be considered an excused/lawful absence for purposes of student attendance under the provision permitting absences for reasons established by local Board authorization.

# Board of Education Agenda Abstract

Meeting Date: September 17, 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):**

**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:**

**RESOLUTION:** N/A

# Board of Education Agenda Abstract

Meeting Date: September 17, 2026
Agenda Type: Superintendent's Report

**Subject:** Update on the 2027-28 School Year Elementary Boundary Planning Process

| | | | |
|---|---|---|---|
| **Division:** | Operations | **Department:** | Operations and Facilities |
| **Person Responsible:** | Al Ciarochi, Deputy Superintendent of Operations | **Feedback Requested From:** | North Carolina State University ITRE/SchoolCAMP |

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

**PURPOSE:**
The CHCCS Board of Education will receive an update on the 2027–28 School Year Elementary Boundary Planning Process.

**BACKGROUND:**

At its September 3, 2026 meeting, the Chapel Hill-Carrboro City Schools Board of Education approved a contract with NC State University to provide professional planning, analysis, and community engagement support for the district's 2027-28 Elementary Boundary Adjustment process. As part of this work, NC State University's ITRE/SchoolCAMP team will provide the Board of Education with a structured overview of the steps, milestones, and timeline necessary to conduct the boundary adjustment process. The process is designed to move systematically from initial planning and identification of priorities and challenges to the development, review, refinement, and final consideration of elementary school boundary scenarios.

Beginning this month, NC State ITRE/SchoolCAMP will work with district staff to gather and synthesize historical data, establish the advisory committee, and provide the Board with an initial presentation outlining the project timeline, major tasks, community engagement opportunities, and anticipated decision points. During the problem-identification phase, NC State ITRE/SchoolCAMP will facilitate opportunities for the Board, principals, advisory committee members, and broader community to identify priorities and challenges that should guide the development and evaluation of potential

boundary scenarios. This phase will culminate with an October 15 Board presentation summarizing the priorities and challenges identified through the engagement process, followed by additional discussion during the October Board retreat.

Beginning in late October, NC State ITRE/SchoolCAMP will transition into the solutions phase by conducting the technical analysis necessary to develop potential elementary boundary scenarios, including consideration of enrollment, program capacity, geographic relationships, and school bus transportation impacts. Tentatively, draft scenarios will be presented to the Board on November 19 and subsequently reviewed with the advisory committee, principals, and community through a series of engagement sessions in late November and early December.

Feedback from these sessions will be incorporated into the development of revised boundary scenarios during December. The proposed timeline includes an opportunity for NC State ITRE/SchoolCAMP and district staff to present revised scenarios at a proposed "special-called Board meeting" in early January, followed by a final Board presentation on January 21.

Through this phased approach, NC State ITRE/SchoolCAMP will provide the Board with clear milestones and multiple opportunities for input throughout the process while ensuring that community and stakeholder feedback is gathered before recommendations are finalized. The timeline is intended to provide a transparent, data-informed, and deliberate process that allows the Board to understand how each phase of work contributes to the development of elementary attendance boundaries for the 2027-28 school year.

**FINANCIAL IMPACT:**
None.

**PERSONNEL IMPACT:**
None.

**SUGGESTED ACTION:**

**RESOLUTION:**

# Chapel Hill-Carrboro City Schools

Elementary Boundary Adjustment Planning Process
Board of Education Presentation
Thursday September 17, 2026

School CAMP | School & Community-Aligned Master Planning

NC STATE UNIVERSITY
ITRE
Institute for Transportation Research and Education

# Agenda

- About Us
- Project Overview
- Project Timeline

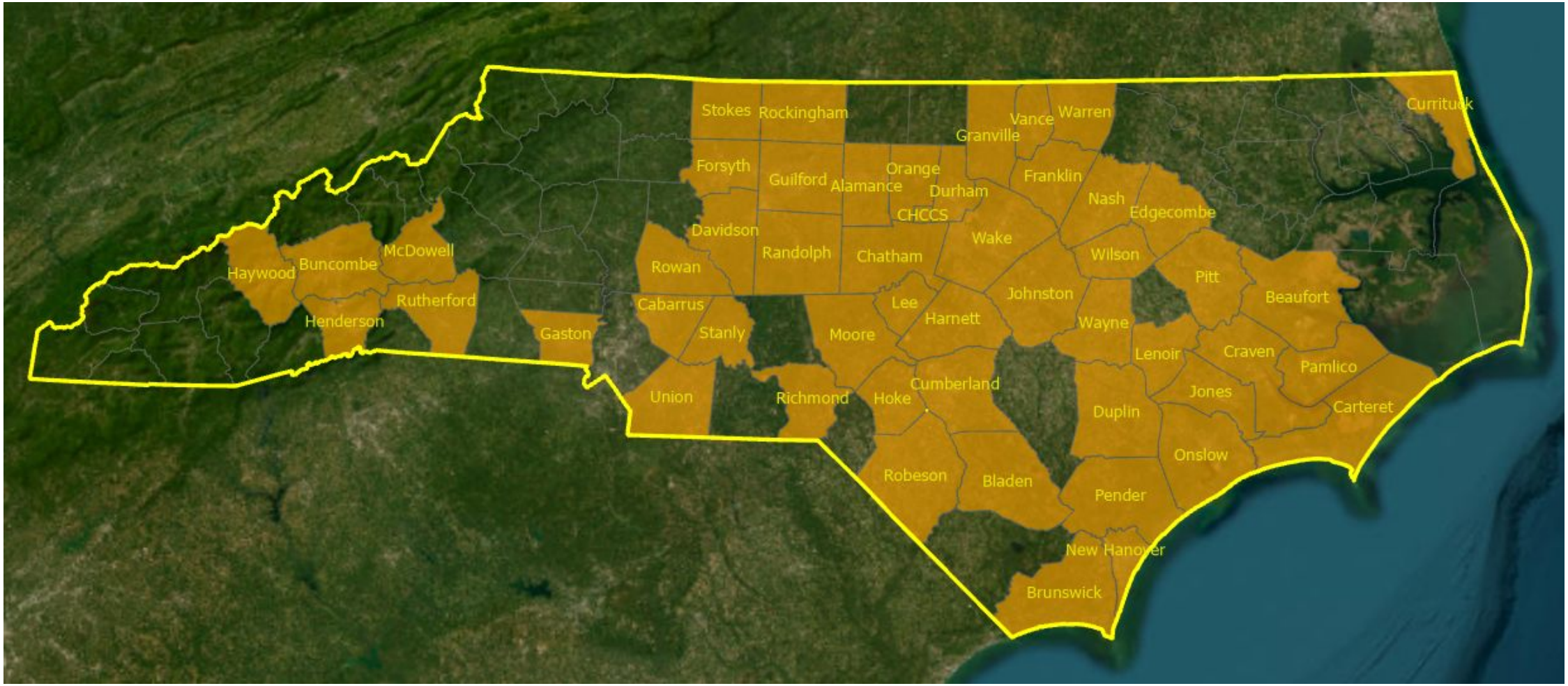
# About Us

SchoolCAMP connects school district, city, and county leadership to **identify root challenges**, and then **collaboratively design and implement technical services** and **community engagement** strategies to address those challenges.

**ORED** guides districts through data-driven solutions and policies using **stakeholder interviews, GIS analysis, mathematical modeling, and applied decision science**.

**ORED** is an unbiased, third-party evaluation research group that helps to depoliticize the school planning process.

# NC Client List (1999-2025)



# Keeping the focus on what's best for kids

- Safe, welcoming, and supportive learning environments
- Access to high-quality instruction and student supports
- Reasonable class sizes
- A strong sense of belonging and continuity

# Why is CHCCS doing this work?

- Optimized Enrollment
- Better Balance
- Safer Schools
- Stronger Communities

# Elementary Boundary Adjustment Planning

# Defining Success



- Listening first
- Transparency & understanding
- Collaboration over consensus

# Community Engagement

*Four key stakeholder groups*

- Board of Education
- School Leadership
- Advisory Committee
- Broader Community

# Community Engagement

- **Priorities**/values/challenges/problem identification
- **Solutions** that reflect priorities/values/top community concerns

# Engagement Timeline

| **Phase 3a - Planning** | | |
|---|---|---|
| Historical context data gathering and synthesis | Sept 8 - Oct 15 | Third-party historical context report to inform all project phases. |
| Advisory Committee development | Sept 8 - 18 | Strategic advisory role, develop roster and meeting schedule |
| Board Presentation #1 - timeline and project task overview | Sept 17 | Presentation |

# Engagement Timeline

| **Phase 3b - Problem Identification** | | |
|---|---|---|
| Board Priorities Assessment - digital survey | Sept 18 - 25 | Summary and analysis |
| Advisory Committee Meeting #1 - Priorities/challenges session | Sept 21 - 25 | *Learning Objectives*: Planning process, problem identification<br>Summary and analysis |
| Principals Session # 1 - Leadership through change | Sept 22 | *Learning Objectives*: Planning process, problem identification |
| Community Priorities Assessment - digital survey | Sept 28 - Oct 9 | Summary and analysis |
| Community Engagement Sessions (2) - Priorities/challenges | Oct 5 - Oct 13 | *Learning Objectives*: Planning process, problem identification<br>Summary and analysis |
| Board Presentation #2 - Priorities and challenges to inform scenario development | Oct 15 | Presentation |
| Board Retreat Session | Oct 21 or 22 | TBD |

# Engagement Timeline

| **Phase 3c - Solutions** | | |
|---|---|---|
| Analysis and elementary boundary scenario development, including school bus transportation impacts | Oct 23 - Nov 13 | Up to 3 elementary boundary adjustment scenarios for review |
| Board Presentation #3 - Draft elementary boundary scenarios | Nov 19 | Presentation |
| Advisory Committee Meeting #2 - Solutions review | Nov 30 - Dec 4 | *Learning Objectives*: Engagement with draft scenarios<br>Summary and analysis |
| Principals Session #2 - Solutions review | Nov 30 - Dec 4 | *Learning Objectives*: Engagement with draft scenarios<br>Summary and analysis |
| Community Engagement (2 sessions) - Solutions review | Nov 30 - Dec 4 | *Learning Objectives*: Engagement with draft scenarios<br>Summary and analysis |
| Develop final draft elementary boundary scenarios for Board consideration | Dec 7 - Dec 18 | 1-2 final elementary boundary adjustment scenarios |
| *[Requesting a special Board Meeting to present revised scenarios]* | *Jan 7?* | Presentation |
| Final Board Presentation | Jan 21 | Presentation |

# SchoolCAMP

## Contact Information

| | | |
|---|---|---|
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| **SchoolCAMP**: https://itre.ncsu.edu/schoolcamp/ | | |

**CHCCS Phase 3 Elementary Boundary Adjustment - Community Engagement Timeline**

| Item | Dates | Deliverables |
|---|---|---|
| **Phase 3a - Planning** | | |
| Historical Context Data Gathering and Synthesis | Sept 8 - Oct 15 | Third-party historical context report to inform all project phases. |
| Advisory Committee Development | Sept 8 - 18 | Strategic advisory role, develop roster and meeting schedule |
| Board Presentation #1 - timeline and project task overview | Sept 17 | Presentation |
| **Phase 3b - Problem Identification** | | |
| Board Priorities Assessment - digital survey | Sept 18 - 25 | Summary and analysis |
| Advisory Committee Meeting #1 - Priorities/Challenges Session | Sept 21 - 25 | *Learning Objectives*: Planning process, problem identification<br><br>Summary and analysis |
| Principals Session # 1 - Leadership through Change | Sept 22 | *Learning Objectives*: Planning process, problem identification |
| Community Priorities Assessment - digital survey | Sept 28 - Oct 9 | Summary and analysis |
| Community Engagement Sessions (2) - Priorities/Challenges | Oct 5 - Oct 13 | *Learning Objectives*: Planning process, problem identification<br><br>Summary and analysis |
| Board Presentation #2 - priorities and challenges that will inform scenario development | Oct 15 | Presentation |
| Board Retreat Session | Oct 21 or 22 | TBD |

| **Phase 3c - Solutions** | | |
|---|---|---|
| Analysis and elementary boundary scenario development, including school bus transportation impacts | Oct 23 - Nov 13 | Up to 3 elementary boundary adjustment scenarios for review and feedback from the BOE, CHCCS Staff, and community |
| Board Presentation #3 - Draft Elementary Boundary Scenarios | Nov 19 | Presentation |
| Advisory Committee Meeting #2 - Solutions Review | Nov 30 - Dec 4 | *Learning Objectives*: Engagement with draft scenarios<br><br>Summary and analysis |
| Principals Session #2 - Solutions Review | Nov 30 - Dec 4 | *Learning Objectives*: Engagement with draft scenarios<br><br>Summary and analysis |
| Community Engagement (2 sessions) - Solutions Review | Nov 30 - Dec 4 | *Learning Objectives*: Engagement with draft scenarios<br><br>Summary and analysis |
| Develop final draft elementary boundary scenarios for Board consideration | Dec 7 - Dec 18 | 1-2 final elementary boundary adjustment scenarios |
| *[Requesting a Special Called Board Meeting to present Revised Elementary Boundary Scenarios]* | *Jan 7?* | Presentation |
| Final Board Presentation | Jan 21 | Presentation |


THINK (AND ACT)
DIFFERENTLY
INTENTIONAL SUPPORT THROUGH REDISTRICTING OVERVIEW
Thursday, September 17, 2026
CHAPEL HILL-CARRBORO CITY SCHOOLS
Est. 1909
STRATEGIC PLAN
2022-2027
Crayons

# TRANSITION & BELONGING FRAMEWORK

A people-centered framework will run alongside implementation of the redistricting plan.

OUR GOAL

**SEEN → HEARD → HONORED → CONNECTED → BELONGING**

| LATE JAN./EARLY FEB. 2027 | SPRING 2027 | SUMMER 2027 | OPENING 2027–28 & BEYOND |
|---|---|---|---|
| **LISTEN & PREPARE** | **CONNECT & BUILD** | **PREPARE & WELCOME** | **BELONG & THRIVE** |
| Engage affected communities | Create shared experiences | Provide transition information & resources | Support successful integration |
| Understand needs, concerns & strengths | Build relationships across communities | Prepare receiving schools | Monitor the experience |
| Prepare transition supports | Honor identities & traditions | Continue relationship building | Respond to emerging needs |

**The transition is not only about where students attend school — it is also about how students, families, staff and school communities experience the change.**