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

   c. Recommendation for Approval of Second Reading of Policy 7130: Licensure
   Seeking CHCCS Board of Education Approval of Second Reading of Policy 7130: Licensure
   - Current Policy 7130
   - Mark Up Policy 7130
   - Clean Policy 7130

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

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

e. Recommendation of Approval of an Application to Release North Carolina Lottery Proceeds for Chapel Hill-Carrboro City Schools (CHCCS) in order to draw down funds from the North Carolina Department of Public Instruction.
Seeking CHCCS Board of Education approve, and authorize the Board Chair to sign the application for the NC Education Lottery Public School Building Repair & Renovation Fund proceeds.
- R & R Fund Culbreth Middle Roof Replacement Phase 1.pdf

f. Recommendation for Approval of Cumulative Vendor Payments and Encumbrances Over $50,000 for FYE 6/30/2027 as of the End of the Month, August, 2026
Seeking CHCCS Board of Education approval of the schedule of vendor payments and encumbrances over $50,000 for FYE 6/30/2027 as of August 31, 2026
- August Vendor Report.pdf

g. Recommendation for Approval of the Consolidated Programs Grant Application for 2026-2027.
Seeking CHCCS Board approval of the 2026–2027 Consolidated Programs Grant Application for Title I, Title II, Title III, and Title IV federal programs.
- Consolidated Title I-IV Grant Application Summary_2026-2027.pdf

h. Recommendation for Approval of Contract with McGraw Hill, Achieve 3000 with Boost
Seeking CHCCS Board of Education approval of a $30,313 contract with McGraw Hill with up to $5,000.00 additional funds for the purchase of additional Actively Learn licenses as needed based on increased student enrollment or a shift in the number of classrooms.
- 2026-2027 Contract Approval McGraw Hill Achieve3000 (Signed).pdf
- 2026-2027 Contract - McGraw Hill (Achieve 3000) pre-audited (Signed).pdf
- Quote McGraw Hill Achieve3000 2026-2027.pdf
- McGraw Hill Achieve3000 Sole Source Letter.pdf

i. Recommendation for Approval of an Increase in the Middle School Conference (OPAC) Admission Fees.
Seeking CHCCS Board of Education Approval of the fee increase for OPAC middle school athletic events.

**6. Discussion and Action**

a. Future of the Glenwood Elementary School Mandarin World Language Offering
Determine the future of the Glenwood Elementary School Mandarin World Language offering for the 2027–28 school year, including whether it will continue as a districtwide magnet program at Mary Scroggs Elementary School.
- Superintendent's Recommendation GES WL Placement 09.17.2026

b. Recommendation for Approval of Board of Education's FY 2026-27 Budget Resolution
Seeking CHCCS Board of Education approval of the initial budget resolution for the Fiscal Year 2026-27.
- Update on the Board of Education's FY 2026-27 Budget Adoption .pptx (1).pdf
- Final FY2027 Adopted Budget Book.pdf
- FY 2027 Budget Resolution.pdf

c. Recommendation for Approval of the Temporary Resolution to Excuse Student Absences Related to District Transportation Challenges, effective August 24, 2026
Seeking CHCCS Board of Education Approval of the Temporary Resolution to Excuse Student Absences Related to District Transportation Challenges, effective August 24, and such need should be communicated to the school based social worker or school based administration.

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

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

a. 2025-26 District Accountability and Strategic Plan Progress Update
- BOE 9_17 Presentation Deck.pdf
- Complete Strategic Plan and Accountability (2025-26) Update - Larger Deck.pdf

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):**
07.16.26 BoE RM Minutes.pdf
08.20.26 BoE RM Minutes.pdf
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

# MEETING MINUTES

**Attendees**

**Voting Members Present**

Meredith Ballew
Rani Dasi
Vickie Feaster Fornville
Barbara Fedders
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 Agenda**

      The Board approved the agenda by unanimous voice consent.

   b. **Motion to Move into Closed Session**

      Upon motion by Melinda Manning, seconded by Rani Dasi, the Board voted 7–0 to enter closed session at 6:03 p.m.

2. **Closed Session**

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

3. **Return to Open Session**

   The Board returned to open session at 7:07 p.m.

4. **Public Comments**

   The Board heard public comments from 7:08 pm – 8:11 pm from the following community members regarding various topics.

| Name | CHCCS Affiliation | Topic |
|---|---|---|
| Grace Wu | Parent | Glenwood Steam2 |
| Audrey Shen | Parent | STEAM2 |
| Calvin Cheung-Miaw | Parent | Relocation of Glenwood |
| Alex Jackson | Parent | Dual language, world language, and STEAM |
| Angel Hsu | Parent | Glenwood closure |
| Mark Coupland | Parent | Mandarin-STEAM Whole School Program |
| David Sims | Parent | Saving the STEAM2 program. |
| Iris Vance | Parent | Preserving the STEAM2 program |
| Vivian Sims | Student | Keeping the STEAM2 program for my younger siblings |
| Cameron Isaacs | Community Member | STEAM2 Curriculum |
| Kristen Said | Parent | STEAM2 placement |
| Jen Tang | Parent | STEAM2 program placement |
| Sara Cederberg | Parent | Superintendent's Report |
| Mark Shen | Parent | Mandarin program placement |
| Allison Willis | Parent | School closure and redistricting |
| Alice Whiteside | Parent | STEAM2 |
| Luyang Ren | Parent | Keep Glenwood STEAM² unified |
| Alexander Holley | Employee | Future of Glenwood programs |
| Yehua Wei | Parent | Redistricting and Glenwood |
| Molly Chen | Student | Redistribution of Glenwood community |
| Rachel Rossi | Parent | Glenwood |
| Adrian Halpern | Parent | Policy CoD 3460 |
| Katherine Tumlinson | Parent | STEAM/Glenwood |
| Anna Dela Torre | Parent | STEAM 2 |
| Zheni Shen | Parent | Support option 1 |
| Michael Nicholson | Parent | Glenwood |
| Ben Mancheril | Parent | Glenwood |
| Alex Pak | Parent | Glenwood |
| Caroline Burn | Parent | Glenwood |
| Betsey Lee | Former Parent | Glenwood |

5. **Consent Agenda**

Rani Dasi moved to approve the Consent Agenda. Barbara Fedders seconded the motion. The motion unanimously.

a. Recommendation for Approval of the Personnel Report for July 16, 2026

Seeking CHCCS Board of Education Approval of the Personnel Report for July 16, 2026

- CHCCS Personnel Reports (PUBLIC COPY) - July 16, 2026.pdf

b. Recommendation for Approval of First Reading of Policy 5071/7351: Electronically Stored Information Retention

Seeking CHCCS Board of Education Approval of the first reading of Policy 5071/7351: Electronically Stored Information Retention.

- (Existing) 5071-7351 (2026).pdf
- (Mark-up) 5071-7351 (2026).pdf
- (Clean) 5071-7351 (2026).pdf

c. Recommendation for Approval of First Reading for Policy Code: 2325: Board Meeting News Coverage

Seeking CHCCS Board of Education Approval of First Reading for Policy Code: 2325: Board Meeting News Coverage

- Abstract Policy Code 2325_ Board Meeting News Coverage.pdf
- 2325 Existing Board Meeting News Coverage.pdf
- 2325 Markup Board Meeting News Coverage.pdf
- 2325 Clean Board Meeting News Coverage.pdf

d. Recommendation for Approval of Second Reading for Policy Code: 3225/4312/7320 Technology Responsible Use

Seeking CHCCS Board of Education Approval of Second Reading of Policy Code: 3225/4312/7320 Technology Responsible Use

- (Existing) Policy Code_ 3225_4312_7320 Technology Responsible Use.pdf
- (Markup) Policy Code_ 3225_4312_7320 Technology Responsible Use.pdf
- (Clean) Policy Code_ 3225_4312_7320 Technology Responsible Use.pdf

e. Recommended approval for receipt of Head Start COLA (Cost of Living Adjustment) funding for FY2025

Seeking CHCCS Board of Education approval of the Head Start COLA for Pre-K/Head Start FTEs to support the increase in salaries for staff.

- NOA_04CH013306-02-01 (5) (1).pdf
- COLA- Budget Narrative FY2025 (2).pdf

f. Recommendation for Approval of Head Start Grant Continuation for Program Year 2026-27

Seeking CHCCS Board of Education Approval of the continuation of the Federal Head Start grant (04CH013306) in the amount of $1,629,417 for FY 2026-27 starting November 1, to provide ongoing Pre-K education and family support for 136 students.

- Funding Guidance Letter - Annual - 04CH013306 (2).pdf
- FY 2025 - Budget Justification (1).pdf
- PY 2025-26 Annual Report to the Community (1).pdf

g. Recommendation for Approval of a Contract with Duggins Mechanical of Burlington LLC to replace a cooling tower

Seeking CHCCS Board of Education Approval of the contract with Duggins Mechanical of Burlington LLC in the amount of $211,880.00

- Bid_Tabulation_Glenwood_Cooling_Tower_Replacement__1___1_.pdf

- Contract-_Duggins_Mechanical_Glenwood_Cooling_Tower_Replacement_pre-audited_-_signed.pdf (SECURED).pdf

h. Recommendation for approval of up to $285,000.00 in purchase orders with Buckeye International, Inc. for custodial supplies for fiscal year 2026/2027
Seeking CHCCS Board of Education Approval of up to $285,000.00 in purchase orders with Buckeye International, Inc. for custodial supplies for fiscal year 2026/2027.

i. Recommendation for Approval for District-Wide Waste and Recycling Services with Meridian Waste North Carolina LLC – Fiscal Year 2026–2027
Seeking CHCCS Board of Education Approval of $130,000.00 in multiple purchase orders for trash and cardboard recycling services with Meridian Waste North Carolina, LLC for the 2026/2027 fiscal year.

j. Recommendation for Approval of final payment to the Compass Group/Chartwell's.
Seeking CHCCS Board of Education Approval of a closeout payment that is contractually due to the Compass Group/Chartwell's for goods and services.

k. Recommendation for Approval of 2026-29 Cloud-Based Productivity, Collaboration and Backup Tools Subscription Renewal
Seeking CHCCS Board of Education approval for a 3-year contract with CDW for Google Workspace Education Plus (2026–2029) not to exceed $198,186, and a 1-year contract for additional Google management and security services for $75,140. Board approval is contingent upon final contract language negotiation by the Board attorney, with the understanding that the award amount will not change.
- Service Contract CDW LLC Google Workspace 2026-2029 - Software with Student Data.pdf
- 26-27 CDW combined quotes.pdf
- Chapel Hill Carrboro City Schools Google Workspace Student Verification Letter.pdf

l. Recommendation for Approval of 2026-27 Renewal for the Finance and Human Resources Enterprise Resource Planning (ERP) and School Meals Platforms
Seeking CHCCS Board of Education approval of the 2026-27 EMS LINQ renewal agreements and professional service hours not to exceed $130,911.23. Additionally, Board approval is contingent upon final contract language negotiation by the Board attorney, as the award amount will not change.
- 2026-2027 Contract EMS LINQ LLC pre-audited.pdf
- Chapel Hill Linq ERP Renewal 26.27sy.pdf
- Q-159157 Meals Plus 26-27.pdf

m. Recommendation for Approval of 2026-29 Renewal Licensing for Wireless Casting Devices
Seeking CHCCS Board of Education approval of the 3-year renewal of 802 wireless casting devices and licenses with Vivi, LLC, not to exceed $95,438 per year for a total of $286,314 over 3 years. Additionally, Board approval is contingent upon final contract language negotiation by the board attorney, as the award amount will not change.
- Vivi - 2026-2029 Chapel Hill - Carrboro - 3 yr Renewal Quote.pdf
- Vivi 26-29 CHCCS contract.pdf

n. Approval of 2026-2029 Contract for the District Communication Platform
Seeking CHCCS Board of Education approval of the 2026-2029 renewal agreements not to exceed $61,593 per year for a total of $184,779 over 3 years. Additionally, Board approval is

contingent upon final contract language negotiation by the board attorney, as the award amount will not change.

- Service Contract Active Internet Technologies 2026-2029.pdf
- Finalsite 2026-2029 - 4.1 Chapel Hill-Carrboro City Proposal-.pdf

o. Recommendation of Approval of Contract with Panorama Education, Inc. for Survey Services and the Student Success Platform that Supports MTSS

Seeking CHCCS Board of Education Approval to enter into an attorney-reviewed contract with Panorama Education, Inc. for the Survey Services and the Student Success Platform that Supports MTSS for $117,100.

- 2026-2027 Contract Approval Panorama (Signed).pdf
- 2026-2027 Contract Panorama Education pre-audited.pdf

## 6. Discussion and Action

a. Recommendation for Approval of First Reading for Policy Code: 7325 - Video and Audio Recordings by Employees

Seeking CHCCS Board of Education Approval of First Reading of Policy Code: 7325 Video and Audio Recordings by Employees

- Marked Up NEW Policy 7325
- Clean NEW Policy 7325

Dr. Harris presented the proposed new Policy 7325 regarding video and audio recordings by employees. The Board discussed the requirement for employees to provide notice before recording meetings with supervisors because such meetings could include confidential student and personnel information.

Melinda Manning moved to approve the first reading of Policy 7325. Meredith Ballew seconded the motion. The motion carried by voice vote.

Policy 7325 was approved on first reading.

b. Recommendation for Approval of 2026 - 2027 Contract with Curriculum Associates (i-Ready)

Seeking CHCCS Board of Education approval of the contract for services and instructional supplies with Curriculum Associates, LLC

- 2026_2027 Sole Source Letter_Updated.pdf
- 2026-2027 Contract Approval Curriculum Associates iReady (Signed).pdf
- 2026-2027 Contract Curriculum Associates iReady pre-audited.pdf

Dr. Bob Bales and staff recommended continuing the district's use of i-Ready for the 2026-2027 school. Staff explained that the platform provides diagnostic assessments, teacher resources, individualized student pathways, progress monitoring, and data to support differentiated instruction.

Discussion addressed use with younger students, evidence of student growth, screen-time guardrails, alternatives to digital assessment, the discontinuation of STAR assessments, and consistency with the district's Digital Learning Plan. Staff stated that usage would be monitored and that families would receive greater visibility into student technology use.

Vice Chair Fedders moved to approve the contract. Member Griffin seconded the motion. The motion passed unanimously.

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

a. Update on Board of Education Request for District Leadership to Present Housing Scenarios for the Mandarin Dual Language and World Language Programs at Schools with Substantial Capacity

- 07.16.26 BOE CHCCS Mandarin Language Program Placement Scenarios.pdf

Superintendent Dr. Rodney Trice introduced the report by emphasizing that enrollment, capacity, transportation, and redistricting data represent students, families, and staff and should be considered alongside the human impact of change. District staff, Al Ciarochi and consultants from North Carolina State University's Institute for Transportation Research and Education, Matthew Palmer and Christine Berkshire, presented potential scenarios for relocating the STEAM2 program after the planned closure of Glenwood Elementary School. The presentation reviewed program capacity, projected enrollment, state class-size requirements, transportation implications, use of temporary classrooms, possible placement of both pathways at one school, and possible placement of the pathways at two schools.

Board members discussed program integrity, staffing, community continuity, access, diversity, transportation, magnet-school policy, community engagement, and the need for additional information.

No action was taken. The Board will continue the discussion on August 20, 2026.

The Board went into recess from 10:01 p.m. to 10:08 pm.

b. Digital Learning Plan Follow-up Discussion

- Board of Education 7.14.26- Digital Learning Plan Update (2).pdf

Dr. Bob Bales provided an update on implementation of the district's Digital Learning Plan. The report addressed expectations for appropriate technology use, maximum recommended time for specific digital resources, professional learning, clearer information for families, monitoring through usage data, non-digital learning opportunities, and the balance between technology and hands-on instruction.

Board members discussed the urgency of reducing unnecessary screen time, enforcement of student cell-phone expectations, teacher input, costs and resources for non-digital instruction, reading and volunteer opportunities, technology-free learning days, and the value of pencil-and-paper mathematics.

Dr. Bales agreed to gather data and provide follow-up updates through the Student Success Committee and to the full Board.

**8. Sharing**

No Board member sharing was provided.

**9. Closed Session if Needed**

A second closed session was not held.

**10. Adjourn**

There being no further business, Chair Jenkins adjourned the meeting at 10:47 p.m.

**Board of Education**
**Regular Meeting**
**08/20/2026 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 6:00 p.m.

a. Approval of Agenda
Rani Dasi motioned to approve the agenda; it was seconded by Vickie Feaster Fornville. The motion passed unanimously by voice consent.

b. Motion to Move into Closed Session
Barbara Fedders motioned to move into a closed session, which was seconded by Rani Dasi.

## 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

The Board returned to open session at 7:26 p.m.

## 4. Public Comments

The Board heard public comments from 7:29 pm – 8:32 pm from the following community members regarding various topics.

| First and Last Name | CHCCS Affiliation | Topic |
|---|---|---|
| Boris Raskin | Parent | Chapel Hill Mandarin Magnet Program Relocation |
| Molly Chen | Parent | Glenwood Program Transition |
| Calvin Cheung-Miaw | Parent | STEAM2 placement |
| Grace Wu | Parent | Mandarin DL/WL Program Placement |
| Rachel Rossi | Parent | Glenwood |

| | | |
|---|---|---|
| David Sims | Parent | Importance of not dismantling the STEAM2 program |
| Vivian Sims | Student | Saving the STEAM2 program |
| Cheryl Molinatto | Parent | Glenwood Program Placement - Scroggs Response |
| Samit Dasgupta | Parent | Dual Language vs. World Language at Rashkis |
| Stephanie Schwartz | Parent | Rashkis Elementary Community Statement #1 |
| Crissy Nakahara | Parent | Rashkis Community Statement #2 |
| Kristen Said | Parent | STEAM2 |
| Christine Gladman | Parent | Rashkis Community Statement #3 |
| Krsna-Jivani Ziyad | Employee | RES |
| Jim Roby | Employee | RES |
| Leah Waldrop | Employee | RES |
| Kyle Gamble | Employee | RES |
| Tateona Henderson | Parent | RES |
| Helen Sharma | Employee | RES |
| Marcella Twamley | Parent | School closure/Rashkis |
| Lindsay Peabody | Parent | Magnet program placement - Scroggs |
| Shawna Catlett | Employee | Glenwood DL and FLES programming |
| Ping Liu | Parent | Glenwood |
| Bonnie Wang | Community Member | Glenwood program restructuring |
| Adelyn McNaull | Student | Course Book Offerings/Layout |
| Jen Tang | Parent | Glenwood |
| Kathy Rubish | Teacher | Rashkis ES |
| Chris Fry | Parent | Rashkis ES |
| David Falick | Student | Glenwood ES |
| Yishay Falick | Parent | Glenwood ES |

## 5. Consent Agenda

a. Recommendation for Approval of the Personnel Report for August 20, 2026

Seeking CHCCS Board of Education Approval of the Personnel Report for August 20, 2026

- CHCCS Personnel Reports (PUBLIC COPY) - August 20, 2026

b. Recommendation for the Approval on First Reading for Policy Code: 4342 Student Searches

Seeking CHCCS Board of Education Approval of First Reading for Policy Code: 4342 Student Searches.

- 4342 clean.pdf
- 4342_strikeout_3_26.pdf
- Policy Code_ 4342 Student Searches-Existing.pdf

c. Recommendation of the Approval of First Reading for Policy Code: 6220 Operation of School Nutrition

Seeking CHCCS Board of Education Approval of First Reading for Policy Code: 6220 Operation of School Nutrition Services.

- 6220 CLEAN 8.20.26.pdf
- EXISTING 6220 Operation of School Nutrition Services.pdf
- Updated 6220 strikeout without footnotes 8.20.26.pdf

d. Recommendation for Approval of First Reading of Policy Code 2340: Parliamentary Procedures.

Seeking CHCCS Board of Education Approval of First 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

e. Recommendation for Approval of First Reading of Policy Code 3101: Options to Earn Course Credits for Graduation

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

- (Exisiting) 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

f. Recommendation for Approval of Second Reading of Policy 5071/7351: Electronically Stored Information Retention

Seeking CHCCS Board of Education Approval of second reading of Policy 5071/7351: Electronically Stored Information Retention.

- (Existing) 5071-7351 (2026).pdf
- (Mark-up) 5071-7351 (2026).pdf
- (Clean) 5071-7351 (2026).pdf

g. Recommendation for Approval of the Second Reading of Policy Code 5320: Participation in Research

Seeking CHCCS Board of Education Approval of Second Reading of Policy Code 5320 Participation in Research.

- Clean_Copy_Policy Code 5230_Participation in Research.pdf
- Mark-Up_Policy_Code_5230_Participation in Research.pdf
- Policy 5320 Participation in Research (original).pdf

h. Recommendation for Approval of Second Reading for Policy Code: 2325: Board Meeting News Coverage

Seeking CHCCS Board of Education Approval of Second Reading for Policy Code: 2325: Board Meeting News Coverage

- Abstract Policy Code 2325_ Board Meeting News Coverage.pdf
- 2325 Existing Board Meeting News Coverage.pdf
- 2325 Markup Board Meeting News Coverage.pdf
- 2325 Clean Board Meeting News Coverage.pdf

i. Recommendation for Approval of Second Reading for Policy Code: 7325 - Video and Audio Recordings by Employees

Seeking CHCCS Board of Education Approval of Second Reading of Policy Code: 7325 - Video and Audio Recordings by Employees

- Clean NEW Policy 7325
- Clean_NEW_Policy_7325.pdf

j. Recommendation for Approval to Repeal Policy Code: 4341 Parental Involvement in Student Behavior Issues

Seeking CHCCS Board of Education Approval to Repeal Policy Code: 4341 Parental Involvement in Student Behavior Issues.

- (Existing) Policy Code 4341_Parental Involvement in Student Behavior Issues.pdf

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

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

- June Vendor Report.pdf

l. Recommendation for Approval of Cumulative Vendor Payments and Encumbrances Over $50,000 for FYE 6/30/2027 as of the End of the Month, July, 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 July 31, 2026

- July Vendor Report.pdf

m. Recommendation for Approval of Budget Amendments for the Fourth Quarter of FYE 6/30/2026

Seeking CHCCS Board of Education approval of the amended budget and budget resolution for the fiscal year ended June 30, 2026. The amended budget reflects all budget revisions and amendments approved through June 30, 2026.

- Q4 Budget Amendments.pdf

n. Recommendation for Approval of Financial Reports for the Fourth Quarter of FYE 6/30/2026

Seeking CHCCS Board of Education approval of the fourth quarter financial statements for the fiscal year ended June 30, 2026.

- FY2026_Q4_Financials_Abstract.docx.pdf
- Q4 Financials.pdf

o. Approval of American Reading Company for 2026-27: Classroom Literacy Supplies, Digital Libraries, and Differentiated Professional Development

To approve the purchase of instructional supplies, digital services, and contracted services with American Reading Company for the 2026-2027 school year.

- ARC Proposal.pdf
- ARC Proposal B Secondary
- ARC Digital Resource Overview.pdf
- Exhibit_B___Proposal_00262417.pdf

p. Recommendation for Approval of the 2026-2027 Contract with Public Consulting Group (PCG)-EDPlan(â„¢).

Seeking CHCCS Board of Education Approval of the 2026-2027 Contract with Public Consulting Group for Medicaid Administration, 504 Service Modules, and Paper Clip Services.

- 26-27 Contract Approval â€" Public Consulting Group (EDPlan).pdf
- 26-27_Contract__Public_Consulting_Group__EDPlan__vendor_signed.pdf

q. Recommendation for Approval of attorney-reviewed contract with UNC-CH TEACCH (Treatment and Education of Autistic and Related Communication Handicapped Children).

Seeking CHCCS Board of Education Approval of the attorney-reveiwed contract for UNC TEACCH for the period covering 9/1/26 through 8/31/27.

- 26-27 Contract Approval_UNC TEACCH_Signed.pdf
- 26-27 Contract TEACCH_preaudited.pdf

r. Recommendation for Review and Approval of the proposed CHCCS Cardiac Emergency Response Plan (CERP) 2026-2027

Seeking CHCCS Board required annual Review and Approval for the proposed CHCCS Cardiac Emergency Response Plan (CERP) for the 26-27 school year

- Proposed CHCCS Cardiac Emergency Response Plan (CERP).pdf

s. Recommendation for Approval to enter into a contract with North Carolina Division of Employment and Independence for People with Disabilities (NCD EIPD) for the Pre-Employment Transition Services (Pre-ETS) Grant to include funding of a supplemental contract with UNC TEACCH (Treatment and Education of Autistic and Related Communication Handicapped Children).

Seeking CHCCS Board of Education Approval to enter into agreement for NCDEIPD Pre-ETS Grant for the period ending in 8/31/2027.

- DHHS Agreement_50554_991_Chapel_Hill.pdf

**6. Discussion and Action**

a. Recommendation for CHCCS Board of Education Approval of New School Location(s) for the Mandarin Dual Language andÂ World Language Programs for the 2027-28 school year.

Seeking the CHCCS Board of Education approves the placement of the Mandarin Dual Language Immersion Program and the Mandarin World Language Program for the 2027-28 school year.

- CHCCS Presentation - 8.20.2026.pdf
- Appendix to July 16 & August 20, 2026 CHCCS BOE Presentation.pdf
- Glenwood Community Input Session 08_05_26.pdf
- Rashkis Community Input Session 08_17_26.pdf
- Scroggs Community Input Session 08_18_26.pdf

The Board considered the proposed closure of Ephesus, Glenwood, or Seawell Elementary School. Mr. Al Ciarochi reported that administration did not make a formal presentation because the Board had received the closure study and conducted the required public hearing. He answered questions regarding enrollment, program capacity, facilities, transportation, redistricting, and implementation.

Administration reported that enrollment had declined by more than 1,500 students over approximately 10 years and that the district had more than 1,100 vacant elementary seats. Based on program-capacity analysis and current utilization, administration recommended that the Board consider closing one school rather than two.

Mr. Jonathan Scott reviewed the district's financial condition, prior reductions in force, declining state revenue associated with enrollment loss, fund-balance needs, and continued financial pressures. He stated that closing one school would not resolve the district's financial condition but would contribute to long-term sustainability and the preservation of instructional programs and positions.

Administration outlined the next phase of work. Redistricting was targeted for implementation in fall 2027. Staff planned to begin student geolocation, planning-unit analysis, policy review, and development of Board values and objectives during summer and fall 2026. Scenarios, advisory committee work, community feedback, and public review would precede a targeted Board reassignment decision in December 2026 or January 2027.

Board members discussed financial sustainability, transportation costs, housing development, neighborhood and magnet-school models, student and staff displacement, community identity, transition supports, and preservation of Glenwood's Mandarin dual-language, world-language, and STEAM programs.

Barbara Fedders motioned to keep the Mandarin Dual Language and World Language programs together. The motion failed by a vote of 1–6.

Nay: Ballew
Nay: Dasi
Nay: Fedders
Nay: Fester Forville
Nay: Griffin
Nay: Jenkins
Aye: Manning

George Griffin moved to relocate the Mandarin Dual Language program to Rashkis Elementary School. The motion was seconded by Riza Jenkins. The motion carried by a vote of 5–2.

Aye: Ballew
Nay: Dasi
Aye: Fedders
Aye: Fester Forville
Aye: Griffin
Aye: Jenkins
Nay: Manning

George Griffin moved to identify Scroggs Elementary School as the placeholder location for the World Language program and to postpone a final decision regarding the program for one month while the Board received additional information and community input. Barbara Fedders seconded the motion. The motion carried.

The Board went into a recess from 8:55 p.m. – 9:07 p.m.

b. Recommendation for Approval of Fiscal Year 2026-27 Salary and Wage Schedules

Seeking CHCCS Board of Education approval of the proposed local salary and wage schedules to incorporate the North Carolina State legislated salary increases and the Orange County Board of Commissioners' Living Wage for the 2026-27 fiscal year.

Presentation - Approval of Fiscal Year 2026-27 Wage and Salary Schedules.pptx.pdf
DRAFT 26-27 Certified Salary Schedule.pdf
DRAFT 26-27 Administrator Salary Schedule.pdf
DRAFT 26-27 Classified Salary Schedule.pdf
DRAFT 26-27 Classified Salary Schedule - Positions Overview.pdf
DRAFT 26-27 Substitute Salary Schedule.pdf

Jonathan Scott presented the proposed salary and wage schedules. The schedules incorporated state-legislated increases, continued local supplements, raised the district living wage to $20.02 per hour, removed the one-year waiting period for the classified supplement, and increased substitute rates. The increases had been included in budget projections and would be implemented with the next available payroll following approval.

Rani Dasi moved to approve the fiscal year 2026–2027 salary and wage schedules. Melinda Manning seconded the motion. The motion carried.

c. Recommendation for Approval to Repeal the Following Policies: Policy Code 6402: Participation by Historically Underutilized Businesses Policy Code 9125: Participation by Minority Businesses Recommendation for Approval of Policies: Policy Code: 9120: Bidding for Construction Policy Code 9115: Prequalification of Bidders for Construction Projects
Seeking CHCCS Board of Education approval: To repeal the following policies:

- Policy Code 6402: Participation by Historically Underutilized Businesses
- Policy 9125: Participation by Minority Businesses To approve the following policies:
- Policy Code: 9120: Bidding for Construction
- Policy Code 9115: Prequalification of Bidders for Construction Projects
- (Existing) Policy Code 6402 Participati...pdf
- (Mark-up) Policy Code 6042 Participati...pdf
- (Clean) Policy Code 6402 Participation...pdf
- Existing Policy Code 9125 Participation by Minority Businesses.pdf
- Mark-up Policy Code 9125 Participation by Minority Businesses.pdf
- Clean Policy Code 9125 Participation by Minority Businesses.pdf
- Existing PolicyCode9115PrequalificationofBiddersforConstructionProjects.pdf
- CleanPolicyCode9115PrequalificationofBiddersforConstructionProjects.pdf
- ExistingPolicyCode9120BiddingforConstructionWork.pdf
- MarkupPolicyCode9120BiddingforConstructionWork.pdf
- CleanPolicyCode9120BiddingforConstructionWork.pdf S257v8.pdf
- (Mark-up) Policy Code_ 9115 Prequalification of Bidders for Construction Projects.pdf

Dr. André Stewart presented proposed policy actions required by Senate Bill 257 and its September 1, 2026 compliance deadline. The proposal repealed Policy 6402 Participation by Historically Underutilized Businesses and Policy 9125 Participation by Minority Businesses and revised Policy 9120 Bidding for Construction and Policy 9115 Prequalification of Bidders for Construction Projects. Policy 9115 retained language supporting broad outreach to businesses, including new, small, and local businesses.

A motion was made by Rani Dasi and seconded by George Griffin to approve the policy repeals and revisions. The motion carried.

Policy agenda status: Policies 6402 and 9125 were repealed, and revisions to Policies 9120 and 9115 were approved as Discussion and Action items.

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

The Board deferred the update on the fiscal year 2026–2027 budget adoption to the next regular meeting.

**8. Sharing**

Board Member Rani Dasi announced her resignation after 11 years of service on the Chapel Hill-Carrboro City Schools Board of Education. She reflected on her service, thanked Board colleagues, administration, staff, and the community. Chair Jenkins and Board members recognized Dasi's service to the District.

**9. Closed Session if Needed**

A second closed session was not held.

**10. Adjourn**

There being no further business, Chair Jenkins adjourned the meeting at 10:38 p.m.

**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

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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.

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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

| | | |
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| **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.

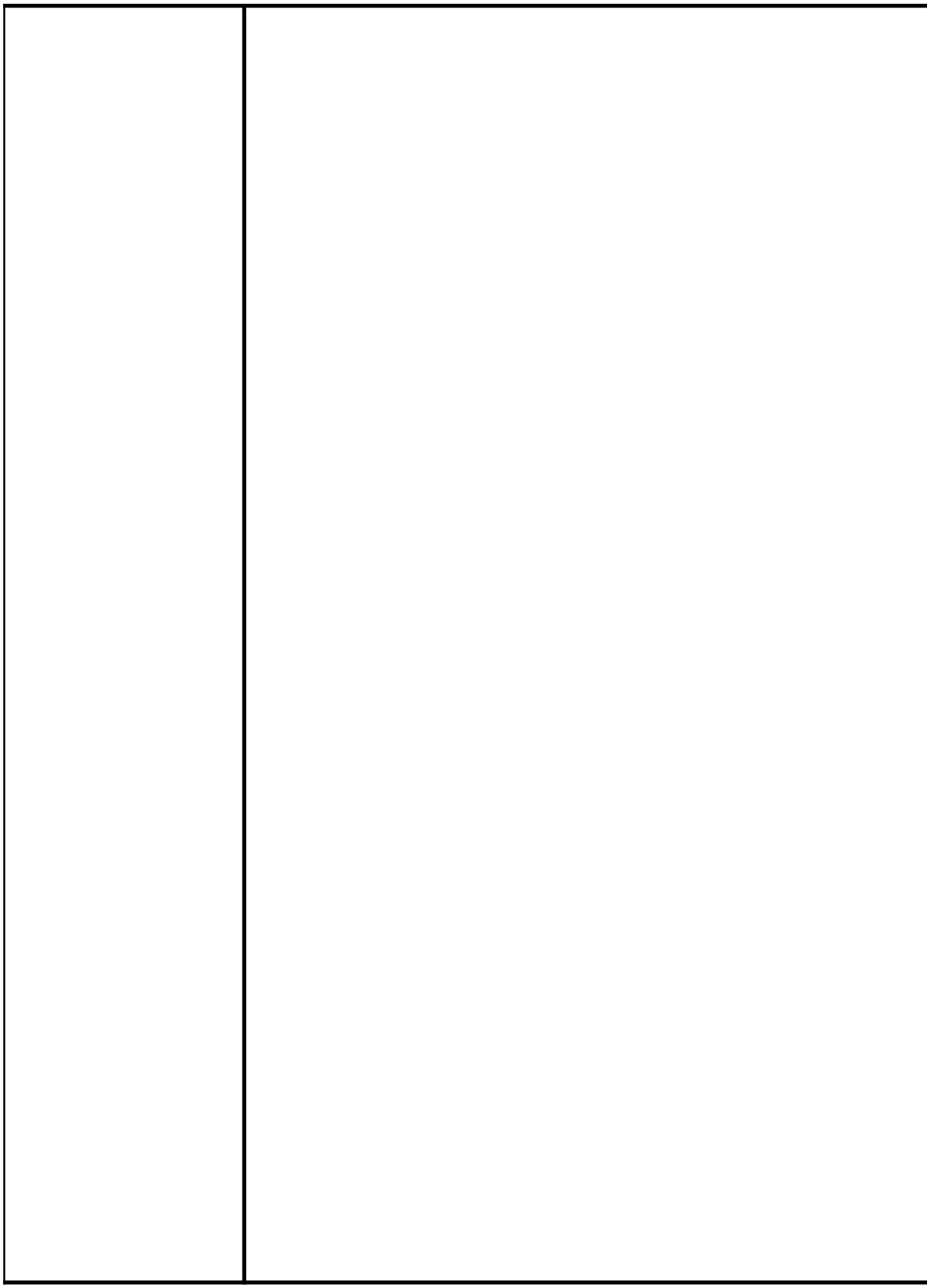
1. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time before 2020-21.

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

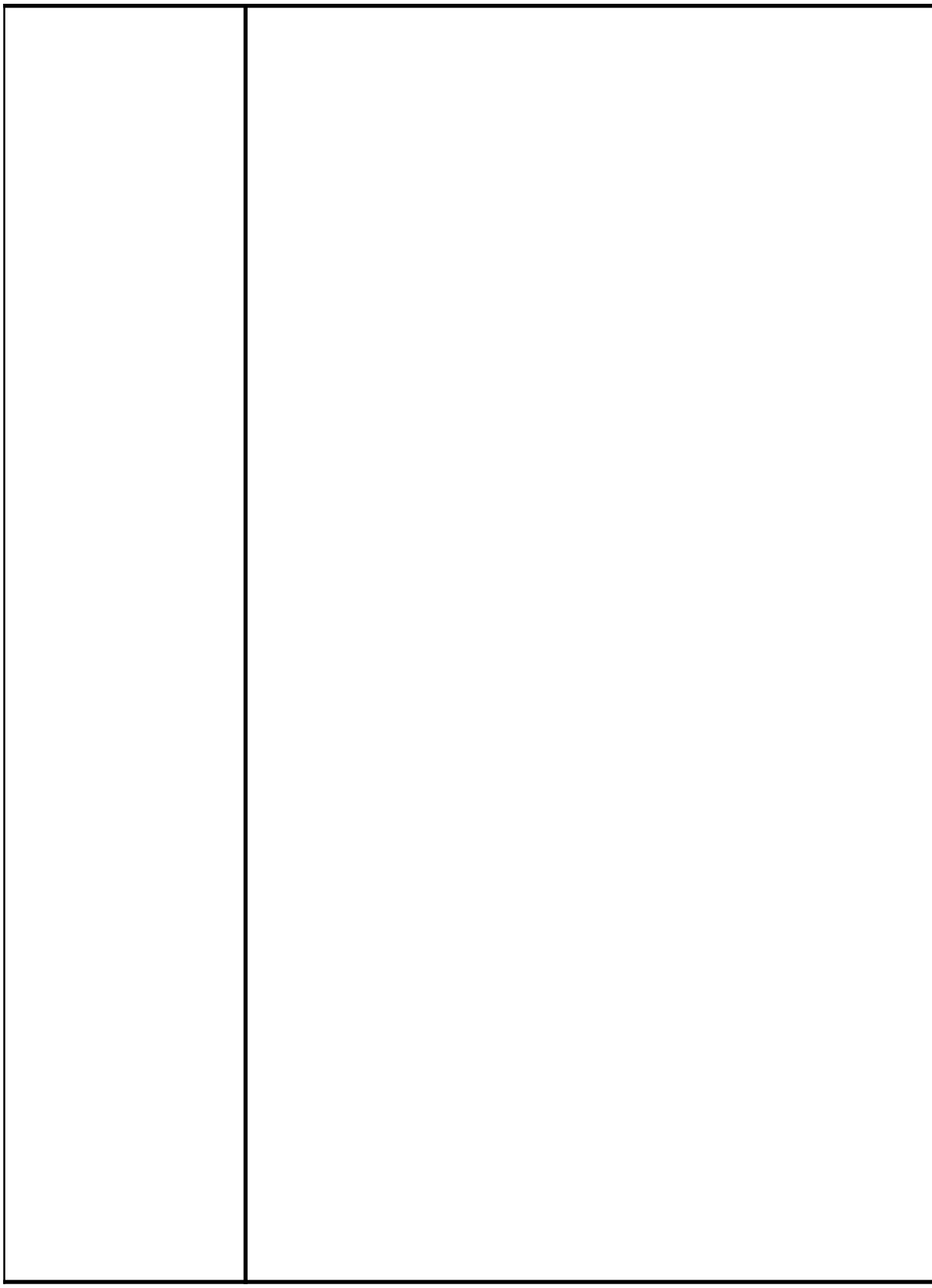
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| English | 4 sequential (English I, II, III, and IV) |

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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) |

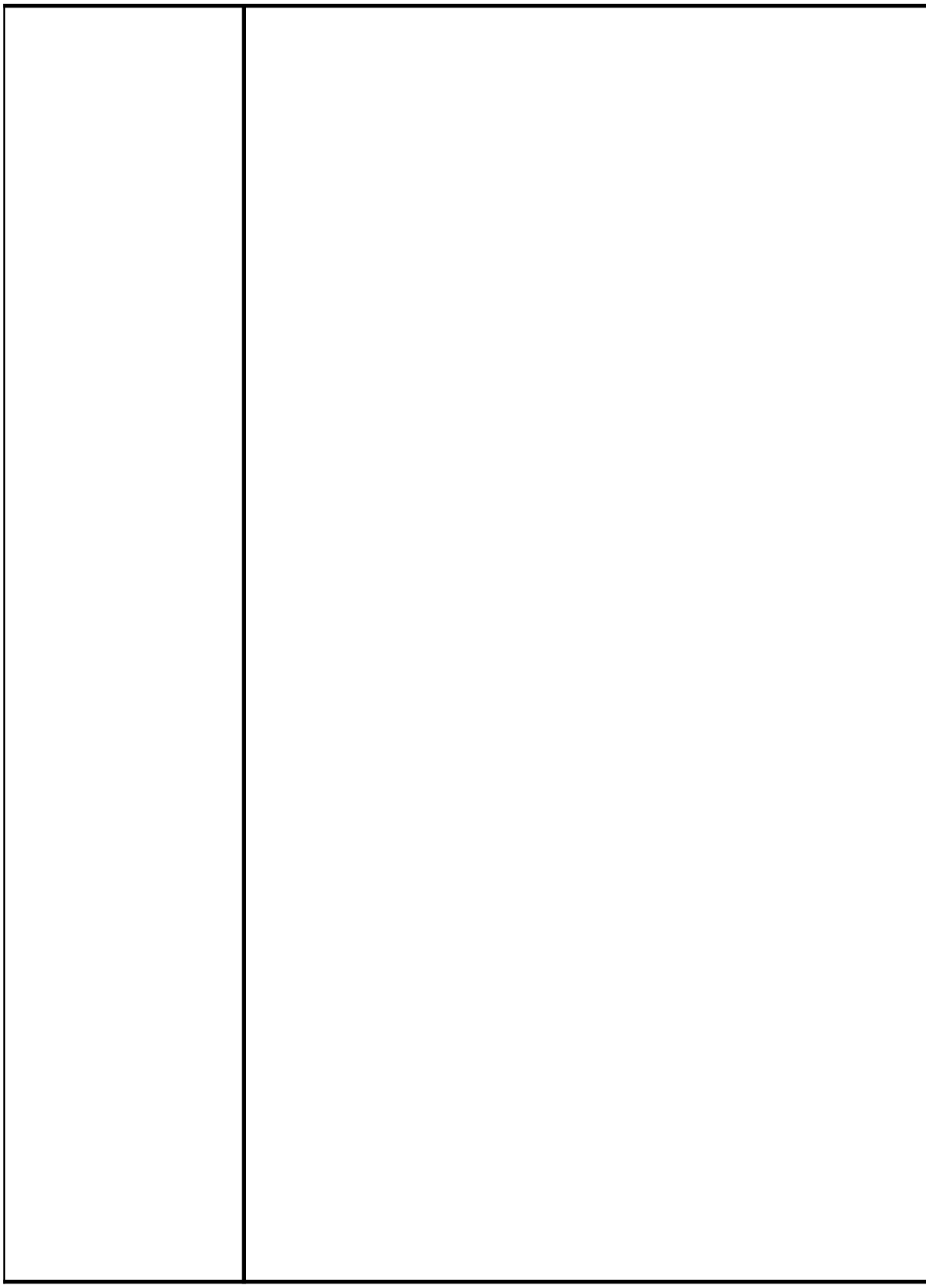
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| | American History I or II and another Social Studies course; and (<br>History) |
| Health/P.E. | 1 |
| Electives | 6 (2 electives must be any combination of Career and Technical<br>Education, Arts Education, or World Language; 4 must be from c<br>the 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.)***** |



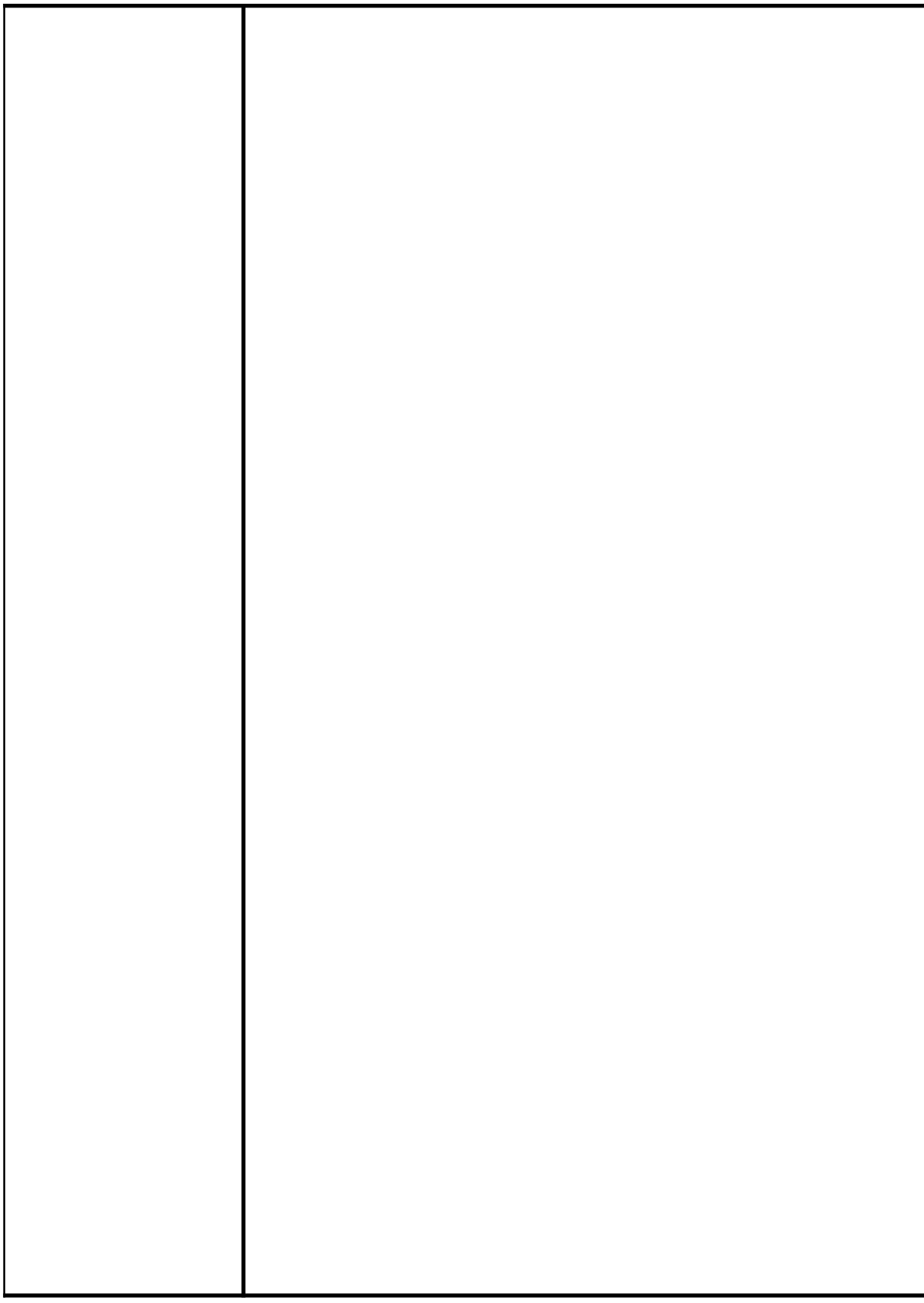
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| | |
|---|---|
| | |
| **Total Credits** | **22** |

* 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.

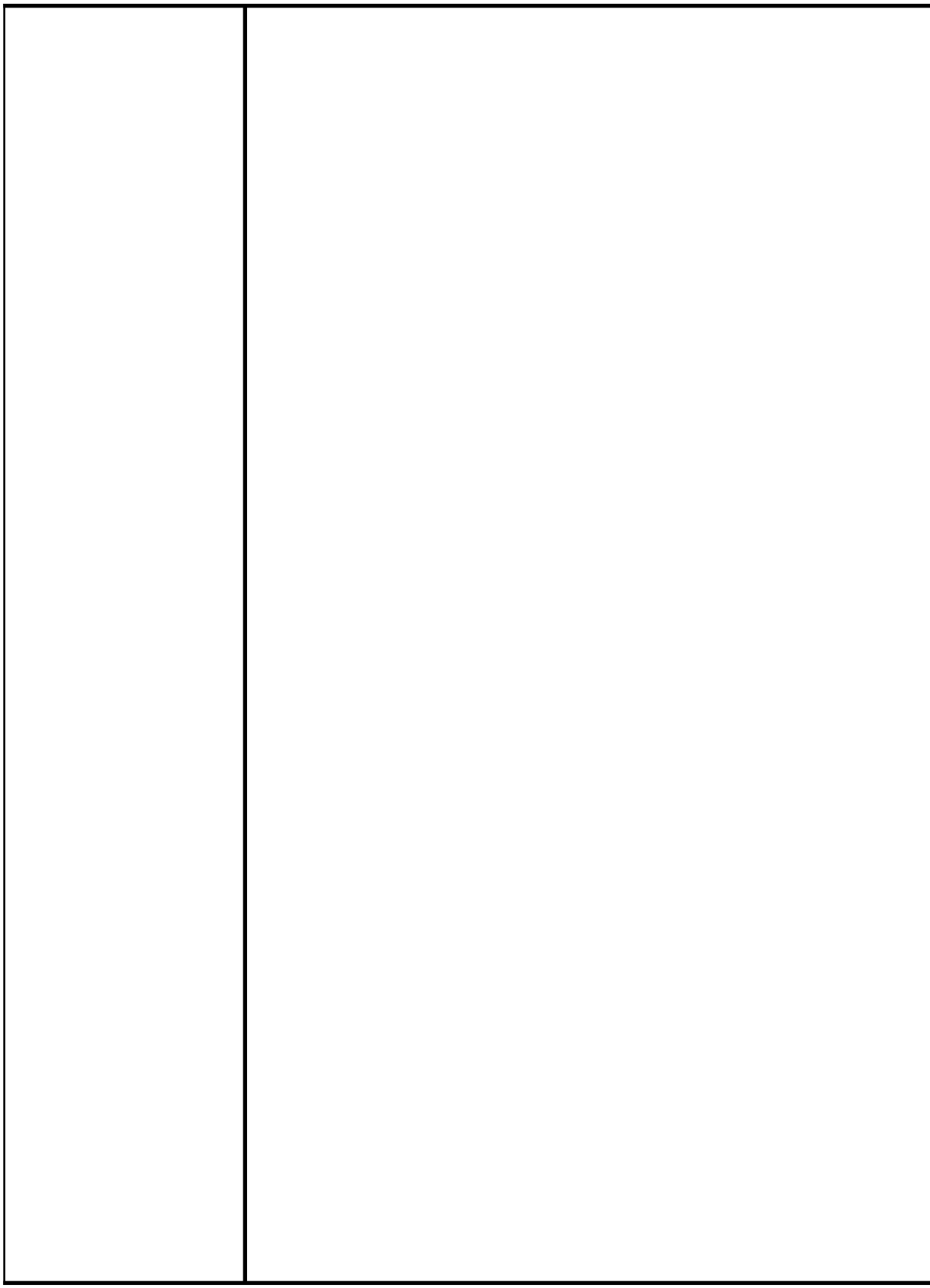
******This course must, at a minimum, include the standards established by the second edition of the Voluntary National Content Standards in Economics and the 2013 National Standards for Financial Literacy, as developed by the Council for Economic Education.

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

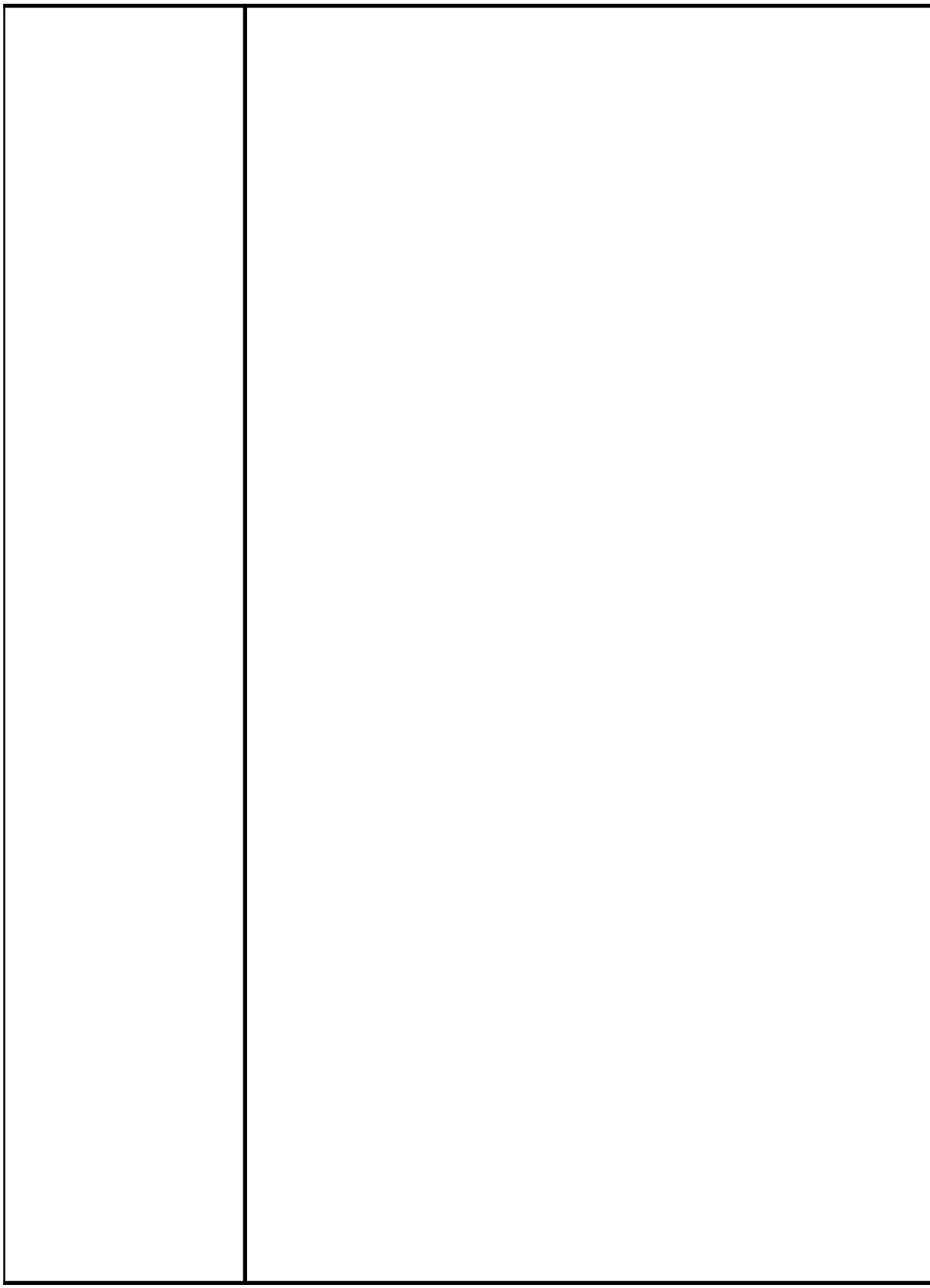
4. Future-Ready Occupational Course of Study Credits Required for Students Entering Ninth Grade prior to 2020-21 (only available to certain students with disabilities who have an IEP)

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

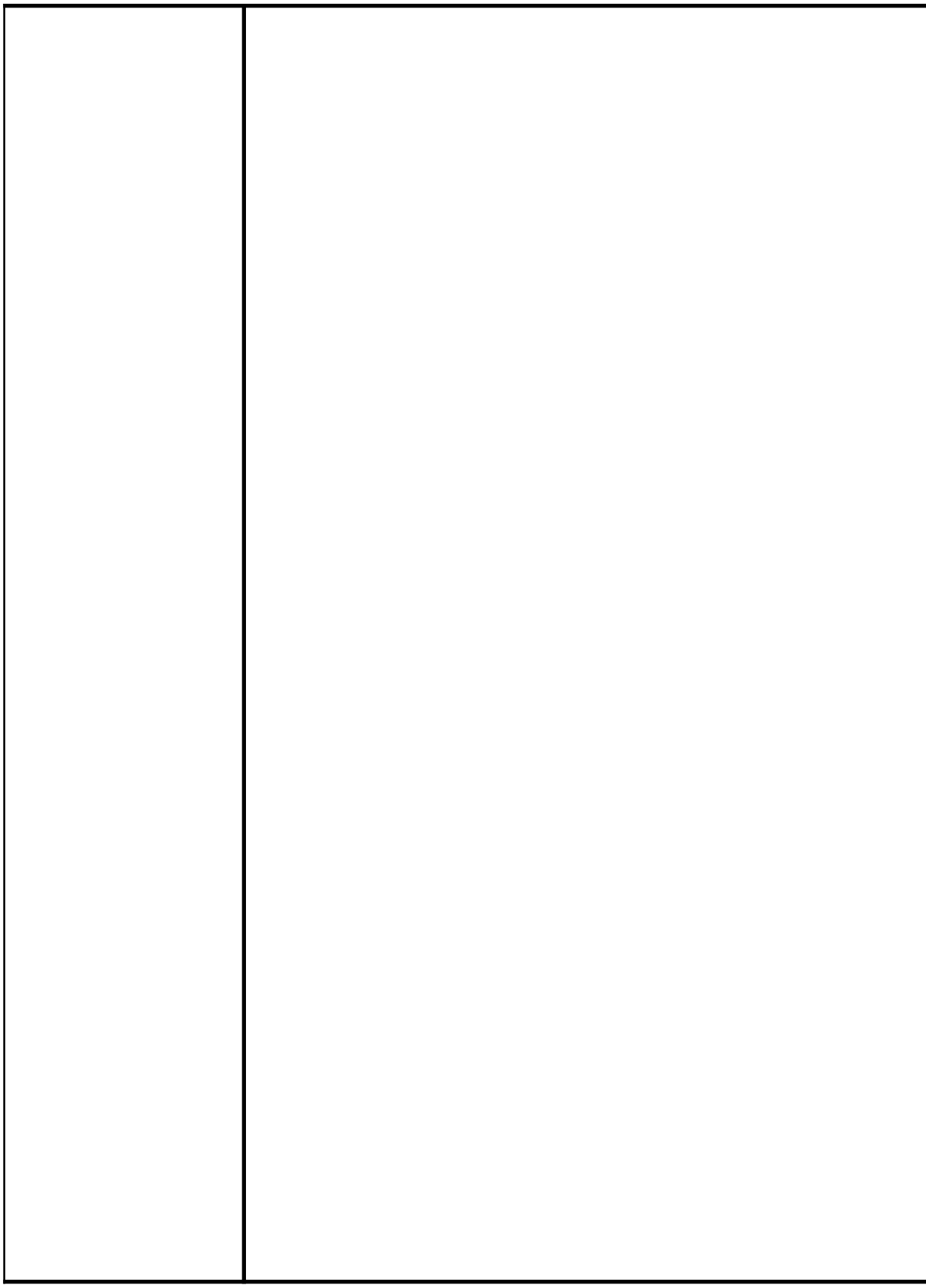
| | |
|---|---|
| Science | 2 (including Applied Science and Biology) |
| Social Studies | 2 (including American History I and American History II* OR (1) American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North C Civic Literacy; and (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 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 (to include 150 work hours)) |
| Science | 3 (including Applied Science, Biology, and Employment Preparatior |
| Social Studies | 4 (including Founding Principles of the United States of America ar Economics and Personal Finance, Employment Preparation II: Citi 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

# 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***~~ |
|---|---|

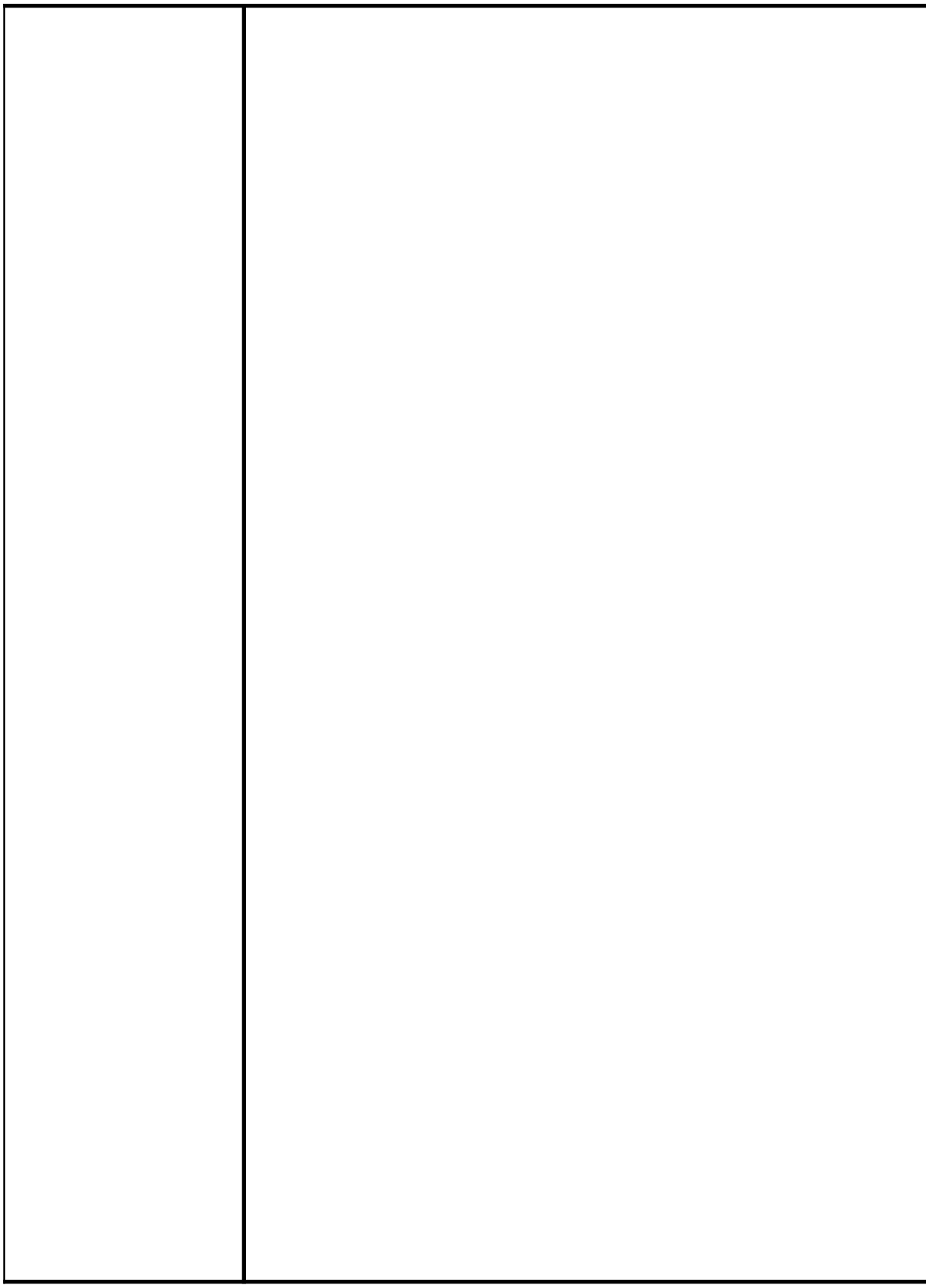
| | |
|---|---|
| | |
| ~~English~~ | ~~4 sequential (English I, II, III, and IV)~~ |

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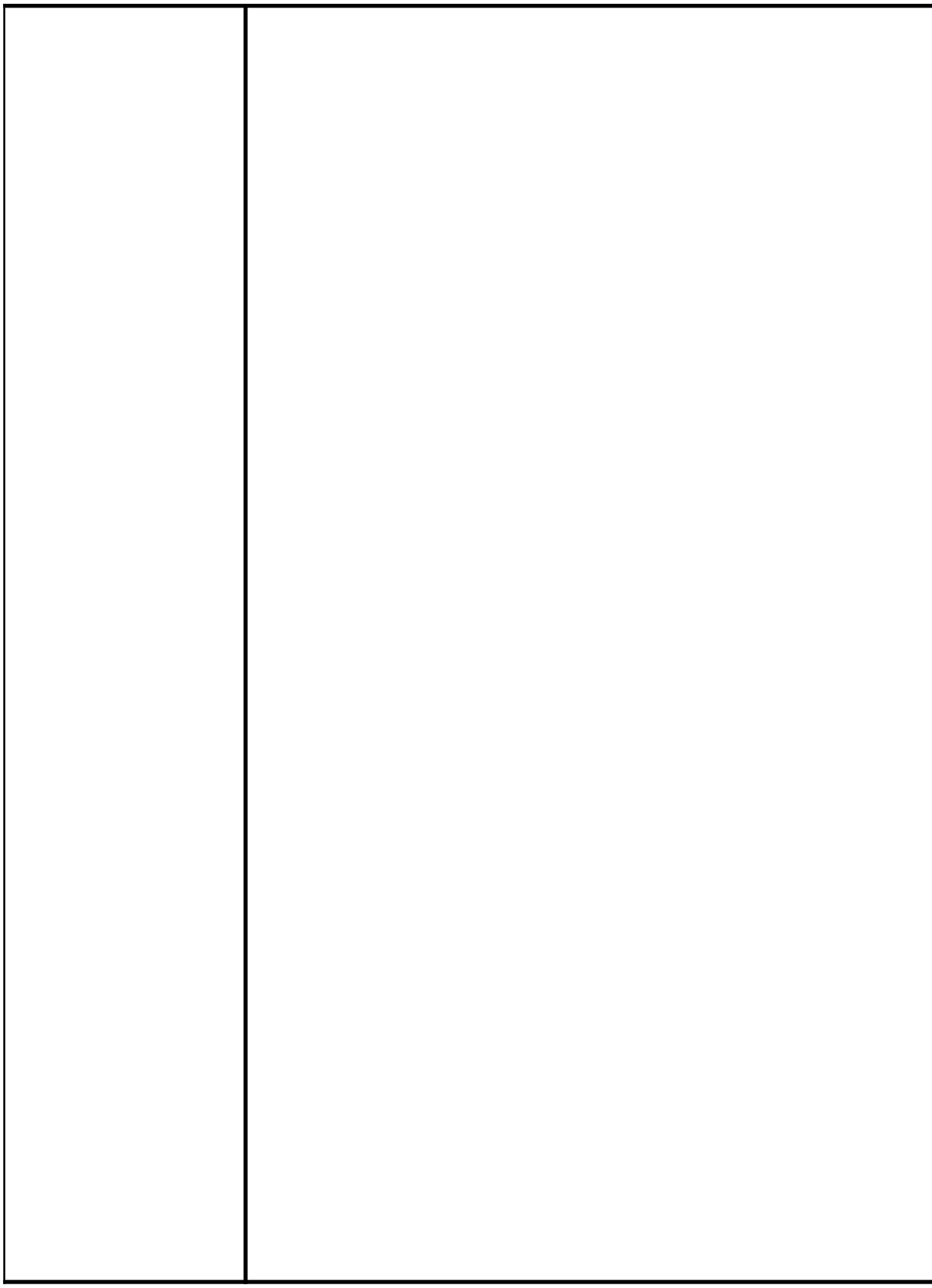
| | |
|---|---|
| | |
| ~~Mathematics~~ | ~~4 (NC Math 1, 2, and 3 and a fourth math unit/credit aligned with student's post- high school plans) **~~<br><br>~~(A principal may exempt a student from this math sequence. Exe students will be required to pass NC Math 1 and 2 and two other application-based 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 cit American History I and II, (b)~~ |

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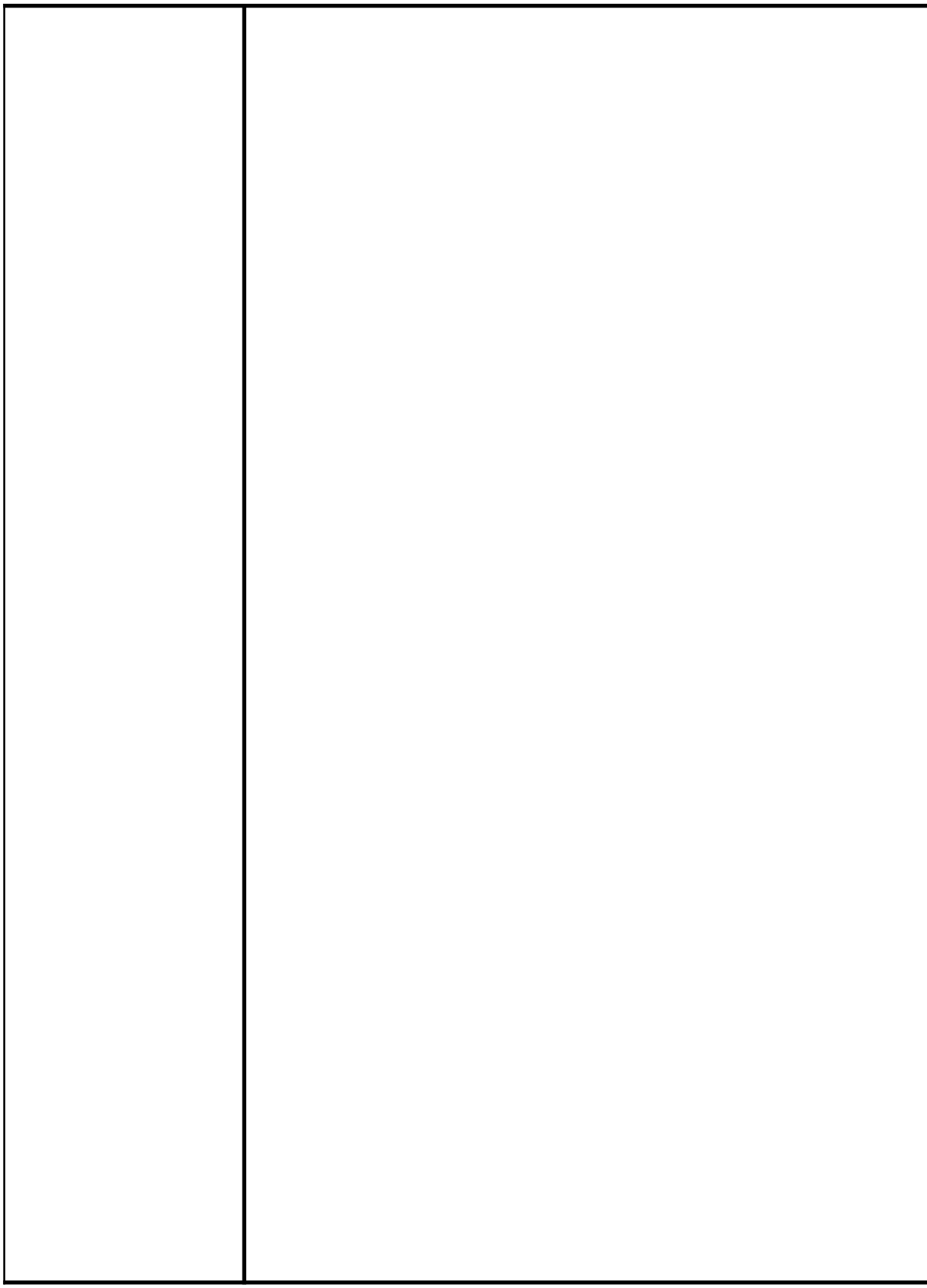
| | |
|---|---|
| | |
| | ~~American History I or II and another Social Studies course; and History)~~ |
| ~~Health/P.E.~~ | ~~1~~ |
| ~~Electives~~ | ~~6 (2 electives must be any combination of Career and Technical Education, Arts Education, or World Language; 4 must be from the following: Career and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



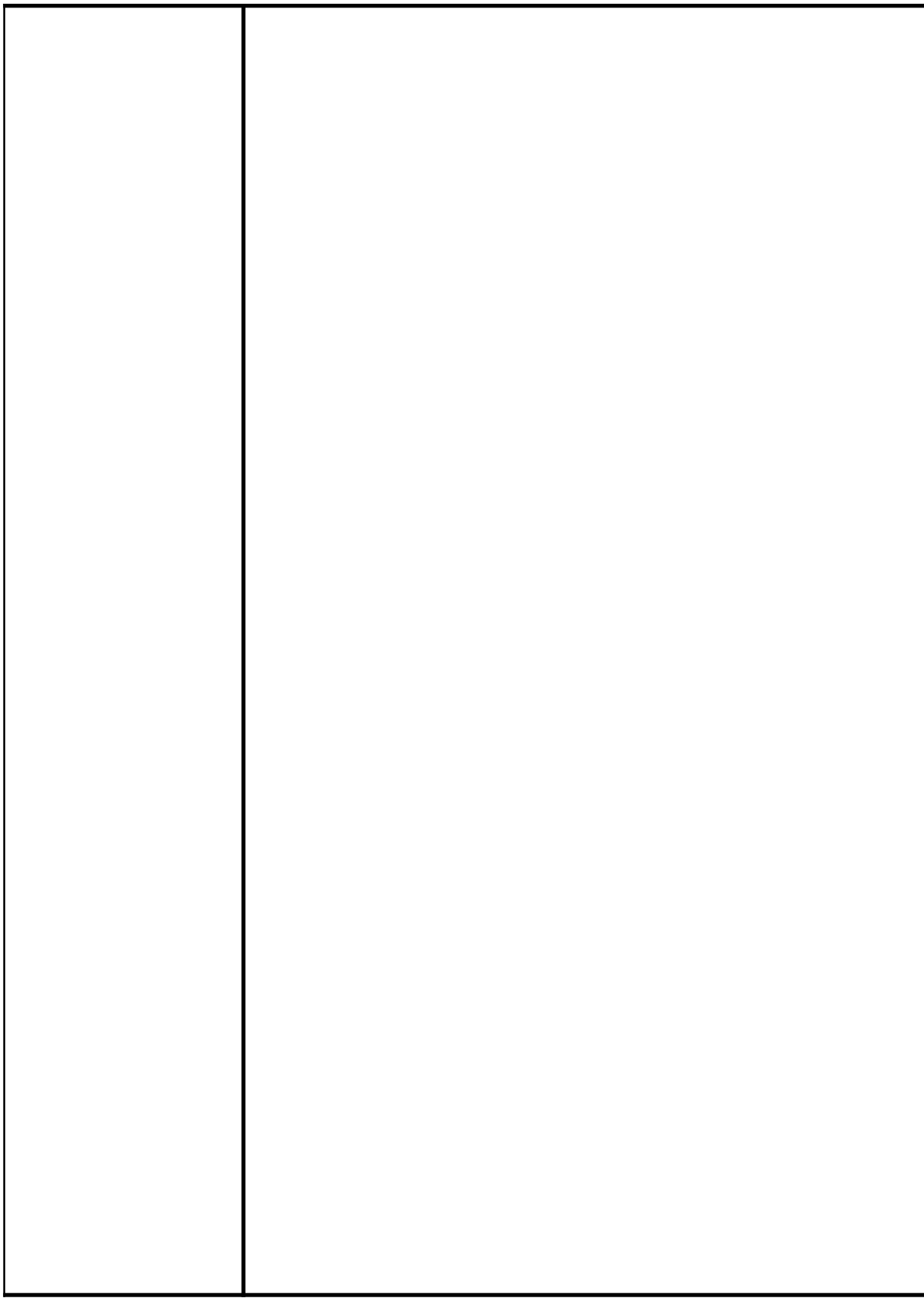
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| | |
|---|---|
| | |
| **Total Credits** | **22** |

* 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

**** 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.

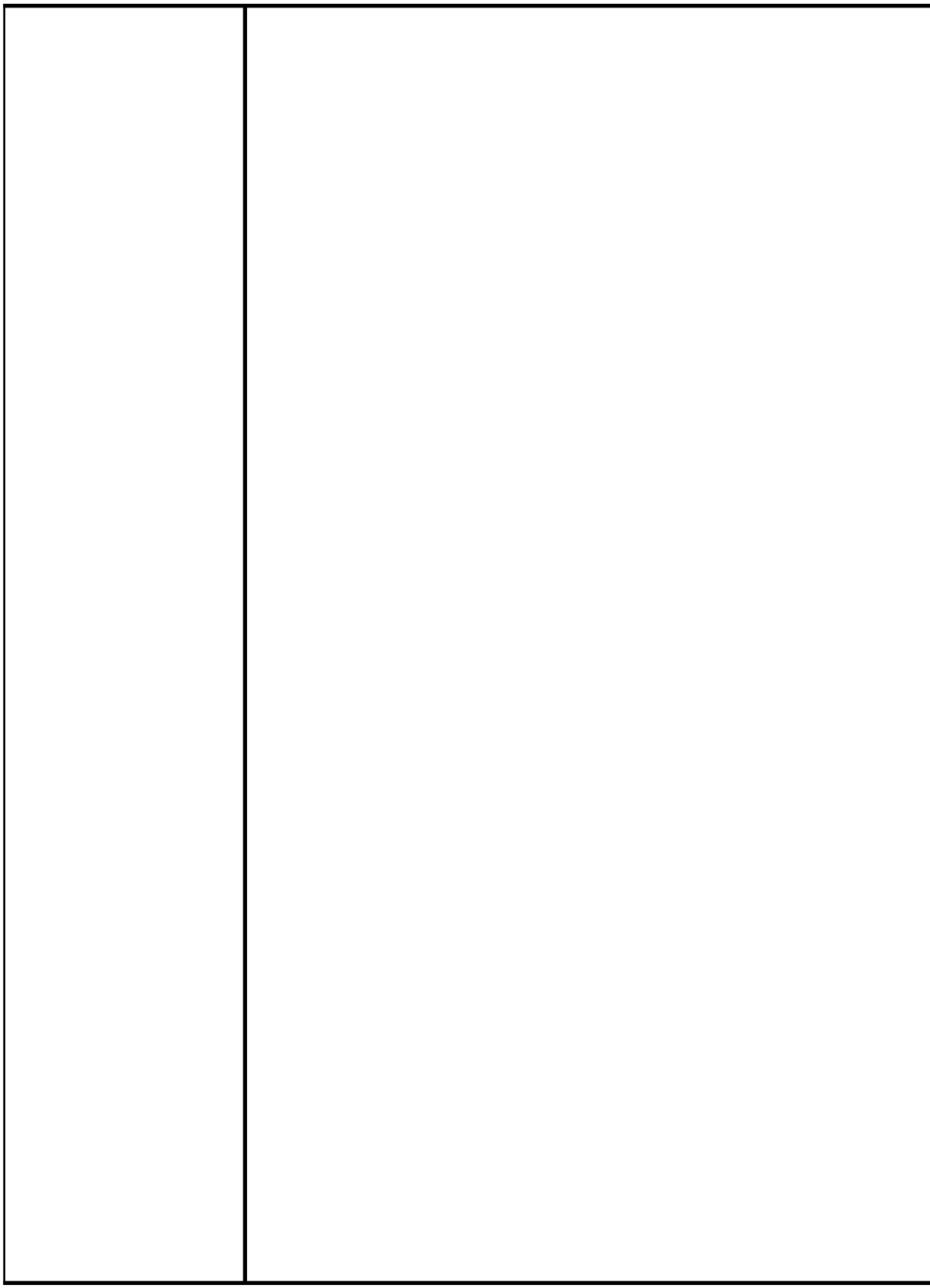
******This course must, at a minimum, include the standards established by the second edition of the Voluntary National Content Standards in Economics and the 2013 National Standards for Financial Literacy, as developed by the Council for Economic Education.

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

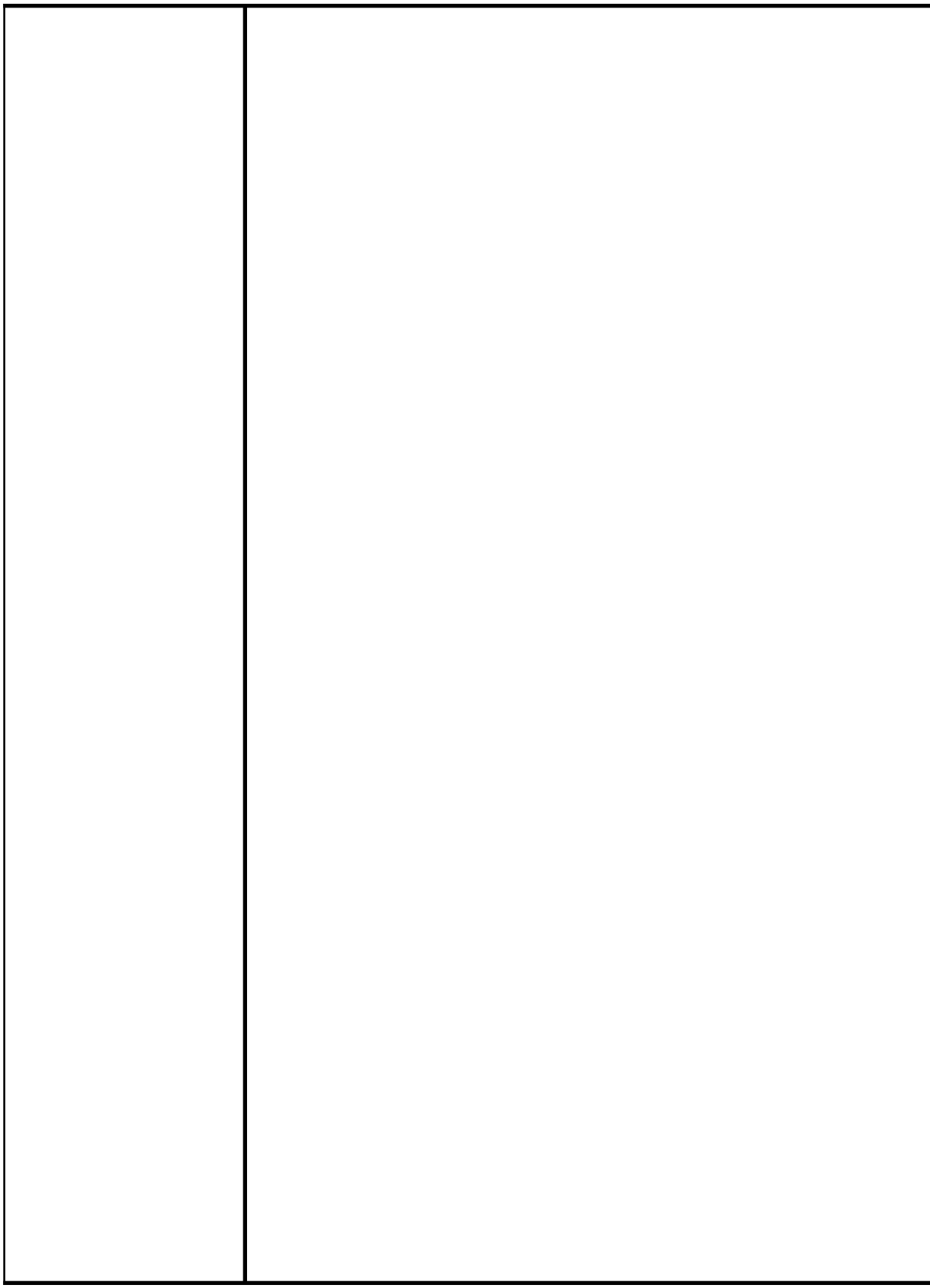
4. Future-Ready Occupational Course of Study Credits Required for Students Entering Ninth Grade prior to 2020-21 (only available to certain students with disabilities who have an IEP)

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

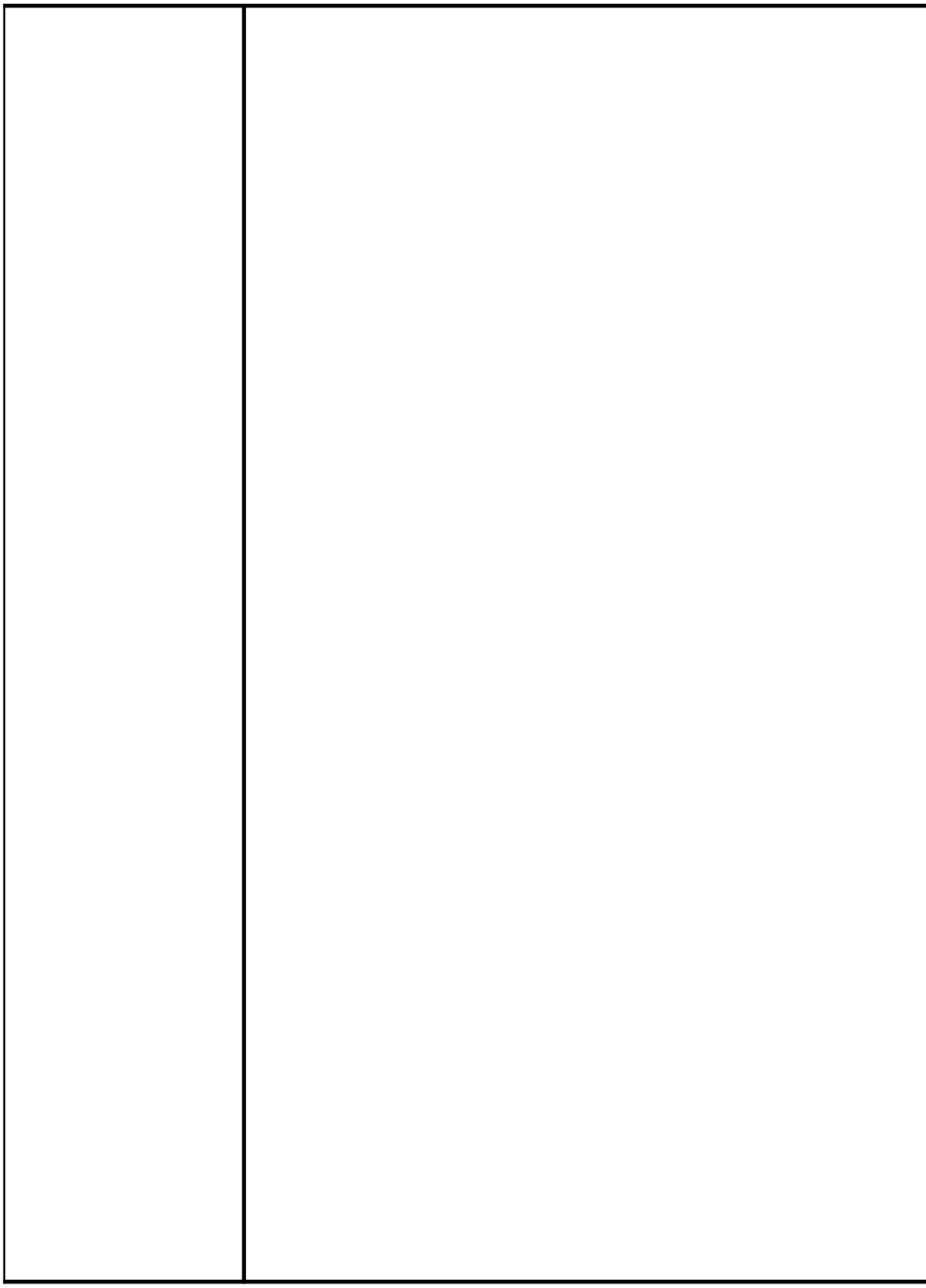
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|---|---|
| ~~Science~~ | ~~2 (including Applied Science and Biology)~~ |
| ~~Social Studies~~ | ~~2 (including American History I and American History II* OR (1) American History: Founding Principles, Civics and Economics or Founding Principles of 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.

**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 |

**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 |

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]

# 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:** Future of the Glenwood Elementary School Mandarin World Language Offering

| | | | |
|---|---|---|---|
| **Division:** | Superintendent's Office | **Department:** | Superintendent's Office |
| **Person Responsible:** | Rodney Trice | **Feedback Requested From:** | |

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

| | | |
|---|---|---|
| **Previous Work Session (Y/N):** | No | Date: |
| **Previous Discussion and Action (Y/N):** | Yes | Date: August 20, 2026 |

**Attachment(s):**
Superintendent's Recommendation GES WL Placement 09.17.2026

**PURPOSE:**
To determine the future of Glenwood Elementary School's Mandarin World Language offering following the school's closure, including whether the existing offering should continue as a districtwide magnet program at Mary Scroggs Elementary School beginning in 2027–28.

**BACKGROUND:**

At its August 20, 2026 meeting, the Board of Education voted to separate the Mandarin Dual Language (DL) and World Language (WL) offerings currently housed at Glenwood Elementary School. The Board approved relocating the Mandarin Dual Language program to Rashkis Elementary School beginning with the 2027–28 school year but deferred a final decision on the future of the Mandarin World Language offering. The Board identified Mary Scroggs Elementary School as the placeholder location if it ultimately elected to continue the WL offering.

Following that meeting, the administration was asked to clarify the district's current elementary World Language offerings; assess whether the existing Glenwood WL offering warrants districtwide magnet status; examine potentia World Language models at Scroggs; gather additional input from Glenwood and Scroggs families and staff; consider whether the existing magnet structure should be preserved, redesigned, phased out, or discontinued; and return to the Board with an administrative recommendation.

The administration subsequently conducted faculty and parent input sessions with both the Glenwood and Scroggs communities. The review also considered the current instructional structure of elementary World Language across CHCCS, magnet designation, staffing and scheduling implications, student assignment, transportation, enrollment, and the district's broader redistricting needs.

The administration's analysis concludes that the existing Glenwood WL instructional model does not appear sufficiently distinct, on its own, to justify continued districtwide magnet status. Mandarin is distinctive as the

language offered; however, the instructional structure uses the district's elementary World Language/FLES model and common World Language standards and curriculum. Current Glenwood WL students receive approximately 45 minutes of Mandarin instruction once per week.

The Superintendent recommends that the existing Glenwood Mandarin World Language offering not be relocated to Mary Scroggs Elementary School as a districtwide magnet for the 2027–28 school year. Current Glenwood WL students would instead participate in the broader redistricting and student-assignment process associated with Glenwood's closure. Scroggs would continue as a neighborhood elementary school with its existing Spanish World Language offering.

The recommendation is intended to preserve maximum flexibility as CHCCS enters a broader redistricting process associated with declining enrollment and excess capacity. A districtwide magnet requires reserving seats outside the neighborhood assignment process, which can limit the Board's ability to establish stable attendance boundaries. The administration also recommends a separate districtwide review of elementary World Language offerings to clarify instructional outcomes, program design, staffing, sustainability, K–12 articulation, equity of access, and future criteria for magnet designation.

If CHCCS later determines that a new language-focused magnet is warranted, the Superintendent recommends developing that model through an intentional design process before committing to a host school.

**FINANCIAL IMPACT:**

No additional funding is requested in the Superintendent's recommendation.

**PERSONNEL IMPACT:**

No additional positions are requested for this action.

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

**RESOLUTION:** Be it therefor resolved, that the Chapel Hill-Carrboro City Schools Board of Education approve the Superintendent's recommendation to discontinue the existing Glenwood Elementary School Mandarin World Language offering as a districtwide magnet upon the closure of Glenwood Elementary School at the end of the 2026–27 school year; include students currently enrolled in the Glenwood World Language offering in the broader 2027–28 redistricting and student-assignment process; maintain Mary Scroggs Elementary School as a neighborhood elementary school with its existing Spanish World Language offering; and direct the administration to conduct a districtwide review of elementary World Language programming and return to the Board with any future recommendations regarding program design or magnet designation.

# THINK (AND ACT) DIFFERENTLY

## Glenwood Elementary School
## World Language Placement

Superintendent's Recommendation

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

## August 20 Board Vote

# Glenwood Elementary School Mandarin Programs

- **The Board separated the two Mandarin offerings and deferred a final decision on World Language**

The Board voted to separate the Mandarin Dual Language (DL) and World Language (WL) offerings.

The Board voted to relocate Mandarin Dual Language to Rashkis Elementary School beginning in 2027–28.

The Board did not make a final decision on the future of the Mandarin World Language offering.

Scroggs Elementary was identified as the placeholder location if the Board ultimately decides to continue the World Language offering.

## Administrative Follow-Up

# Board Direction Following the August 20 Meeting

- **Following the August 20 discussion, the administration was asked to:**
  - Clarify current CHCCS World Language offerings
  - Assess whether the current GES WL offering warrants districtwide magnet status
  - Examine what World Language could look like at Scroggs
  - Gather additional input from Glenwood and Scroggs families and staff
  - Consider whether the district should preserve, redesign, phase out, or discontinue the existing magnet structure
  - Return with an administrative recommendation

# Board Direction Following the August 20 Meeting

- **Glenwood Elementary School**
  - Faculty Input Session: Wednesday, September 2, 2026
  - Virtual Parent Input Session: Wednesday, September 2, 2026
- **Mary Scroggs Elementary School**
  - Faculty Input Session: Wednesday, September 9, 2026
  - Parent Input Session: Wednesday, September 9, 2026

# Current CHCCS World Language Offerings

# Current Elementary World Language Offerings in CHCCS

- **World Language is offered across elementary schools, but instructional time and language vary by school.**
  - Elementary World Language is generally offered as a special, alongside areas such as art, music, and PE.
  - CHCCS elementary schools currently offer Spanish, French, or Mandarin.
  - Instructional time is not uniform across schools.
  - The current district model has moved away from the original higher-frequency Foreign Language in the Elementary School (FLES) design because of staffing and scheduling constraints.

# Examples of Current Instructional Time

| School | Language | Grades | Approx. Instructional Time |
|---|---|---|---|
| **Glenwood** | Mandarin | K–5 | 45 minutes once per week |
| **Scroggs** | Spanish | Grades 1–2 | 60 minutes per week |
| **Scroggs** | Spanish | Grades 3–5 | 90 minutes per week |
| **Rashkis** | Spanish | Grades 1–3 | 25 minutes, 2x/week |
| **Rashkis** | Spanish | Grades 4–5 | 25 minutes, 3x/week |

# Does the current WL offering warrant magnet status?

# What Criteria Should Define Magnet Status?

- **A magnet should be defined by educational design, not only by student assignment.**
  - **Program Distinctiveness:** Clearly articulated learning model and outcomes that differ from a standard school-based offering
  - **Intentional Sequence:** Curriculum, staffing, schedule, and instructional minutes designed before launch
  - **Equitable Access:** A rationale for districtwide access, lottery, transportation, and seat allocation
  - **Sustainable:** Feasible across staffing, cost, enrollment, and redistricting

## Magnet Status

# Does the Current WL Offering Warrant Magnet Status?

- **Administration's assessment: the current instructional model does not appear sufficiently distinct, on its own, to justify districtwide magnet status**
  - **What is distinctive**
    - Mandarin is the language of instruction.
    - WL offered as part of the broader GES magnet structure

    **What is not distinct**
    - The instructional model is the standard elementary World Language/FLES.
    - Uses common elementary World Language standards and curriculum across languages
    - Current Glenwood WL students receive approximately 45 minutes of Mandarin once per week.

# What could World Language look like at Scroggs?

## Various Models

# What Could World Language Look Like at Scroggs?

- **Possible configurations vary in instructional design, staffing, scheduling, and student-assignment impact**

| Possible Model | What It Would Look Like | What It Would Require | Key Consideration |
|---|---|---|---|
| **Maintain Current Scroggs Model** | Spanish remains the World Language offering; no separate Mandarin magnet | Redistricting used to increase enrollment | Preserves greatest student-assignment flexibility |
| **Spanish + Mandarin** | Students participate in one of two World Language offerings | Additional staffing, scheduling, access rules, and master-schedule redesign | Greater operational complexity and risk of creating parallel student groups |
| **New Multilingual Model** | Spanish and Mandarin incorporated through FLEX, hybrid, or another intentionally designed model | New instructional outcomes, curriculum design, staffing, scheduling, access, and implementation planning | Would be a new model—not simply a relocation of the current Glenwood offering |

# GES Families & Staff Input

## Glenwood Elementary School

# What We Heard: Glenwood Families

- **Strong advocacy for continuity, cohort preservation, and the value of the existing Mandarin experience**
  - Strong preference for keeping DL and WL together and preserving the broader Glenwood model
  - Frustration and disappointment regarding the decision to close Glenwood and separate the two Mandarin offerings
  - Concern that students may lose a familiar school community, peer cohort, and cultural home
  - Several families emphasized CHCCS's history of allowing students to complete specialized programs they have already begun.

# What We Heard: Glenwood Families (Continued)

- **Strong advocacy for continuity, cohort preservation, and the value of the existing Mandarin experience**
  - Some families now support exploring a redesigned WL model if the current structure cannot continue unchanged.
  - Other families believe the WL offering cannot thrive independently from Dual Language.
  - An unofficial family survey reportedly indicates that most families would follow a WL magnet if relocated.

## Glenwood Elementary School

# What We Heard: Glenwood Staff

- **Focus on supporting students through transition and providing clarity for staff.**
  - Preference for staff continuity and opportunities to remain together where possible
  - Desire for timely, clear information about 2027–28 staffing and placement opportunities
  - Interest in having access to placement opportunities across other CHCCS schools as transition planning moves forward
  - Commitment to making 2026–27 a strong final year for Glenwood students and families
  - General recognition that the Board has made a decision to separate DL and WL, even if that was not the preferred outcome
  - Some staff expressed the view that the district should move forward with the broader redistricting process rather than preserve WL as a separate magnet.

# MSES Families & Staff Input

## Mary Scroggs Elementary School

# What We Heard: Scroggs Families

- **Openness to growth, with questions about program design, access, and protecting existing strengths**
  - Families were generally open to increased enrollment and welcoming additional students to Scroggs.
  - Strong interest in protecting existing Scroggs strengths, including:
    - Spanish World Language
    - 4th/5th-grade departmentalization
    - Scroggwarts
    - existing teaching teams and support spaces

## Mary Scroggs Elementary School

# What We Heard: Scroggs Families (Continued)

- **Openness to growth, with questions about program design, access, and protecting existing strengths**
  - Questions about what the WL magnet would actually be:
    - instructional time and frequency
    - student access and eligibility
    - how Spanish and Mandarin would coexist
    - whether the program would create separate student groups
  - Concerns about the effect of magnet seats on neighborhood access, diversity, and future redistricting flexibility
  - Questions about staffing, transportation, master scheduling, and whether the district has enough time to design the model well

## Mary Scroggs Elementary School

# What We Heard: Scroggs Staff

- **Clarity before implementation, one school community, and protection of successful existing structures**
  - Consistent request for a clearly defined instructional purpose and model before implementation
  - Strong preference for one school, one community rather than parallel Mandarin and Spanish populations
  - Desire to protect existing Spanish World Language offering, departmentalization, diversity and school culture
  - Significant questions about staffing, master scheduling, specialist loads, magnet access/lottery rules, enrollment and capacity, and impact on redistricting
  - Staff emphasized the need for adequate time, staffing, and funding if any new model is approved.

# Superintendent's Recommendation

## Preserve Flexibility

# Superintendent's Recommendation

- **Preserve flexibility for redistricting while separating the future of elementary World Language from the immediate Glenwood transition**
  - Do not relocate the existing Glenwood Mandarin World Language offering to Scroggs as a districtwide magnet for 2027–28.
  - Include current Glenwood WL students in the broader redistricting and student-assignment process associated with the closure of Glenwood.
  - Maintain Scroggs as a neighborhood elementary school with its existing Spanish World Language offering.
  - Conduct a districtwide review of elementary World Language offerings.
  - If CHCCS later chooses to create a new language-focused magnet, develop it through an intentional design process before identifying or committing a host school.

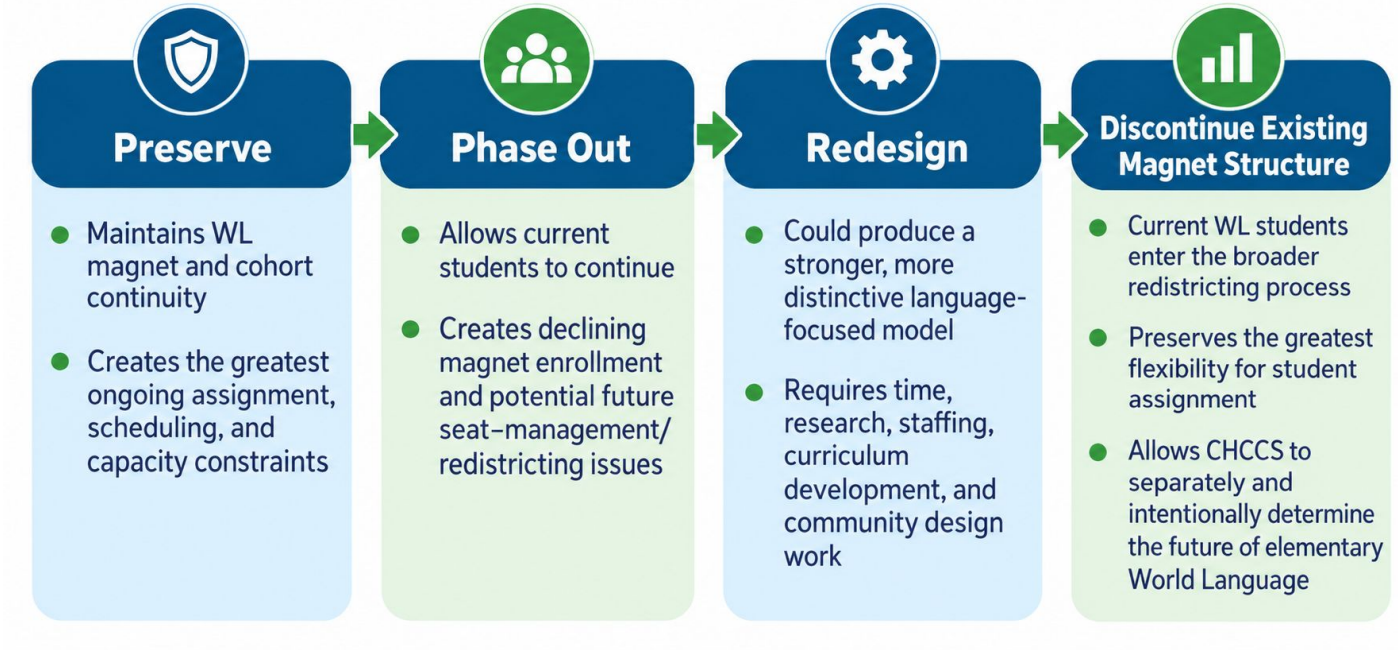
# Superintendent's Recommendation

- **The World Language decision cannot be separated from enrollment and redistricting.**
  - **Enrollment:** CHCCS is entering a broader redistricting process because of declining enrollment and excess capacity.
  - **Student Assignment:** A districtwide magnet reserves seats outside the neighborhood assignment process.
  - **Redistricting:** Preserving magnet seats reduces the Board's flexibility to create stable attendance boundaries.
  - **Program Model:** Teacher leaders expressed concern that CHCCS may be implementing a World Language model that no longer aligns with the district's original FLES design.

## Four Paths Considered

# Superintendent's Recommendation

- **How the Analysis Informed the Recommendation**



# Questions & Discussion

# 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
Final FY2027 Adopted Budget Book.pdf
FY 2027 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.

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# 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**

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# 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.

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# 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)

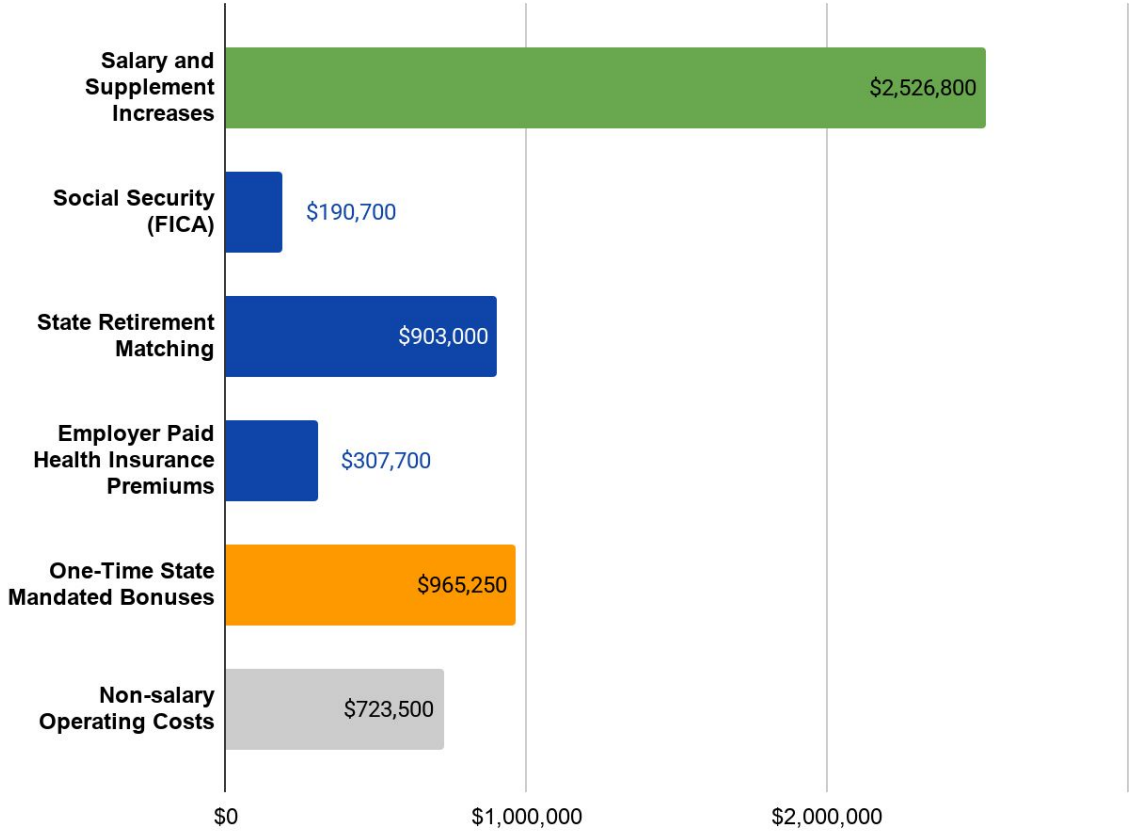
| Budget Driver | Description | Percentage increase included in FY27 Budget |
|---|---|---|
| **Teachers and Instructional Support (Certified)** | On average, eligible employees will receive an 8% salary increase, with the combined increase from the new salary schedule and annual step ranging from approximately **$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

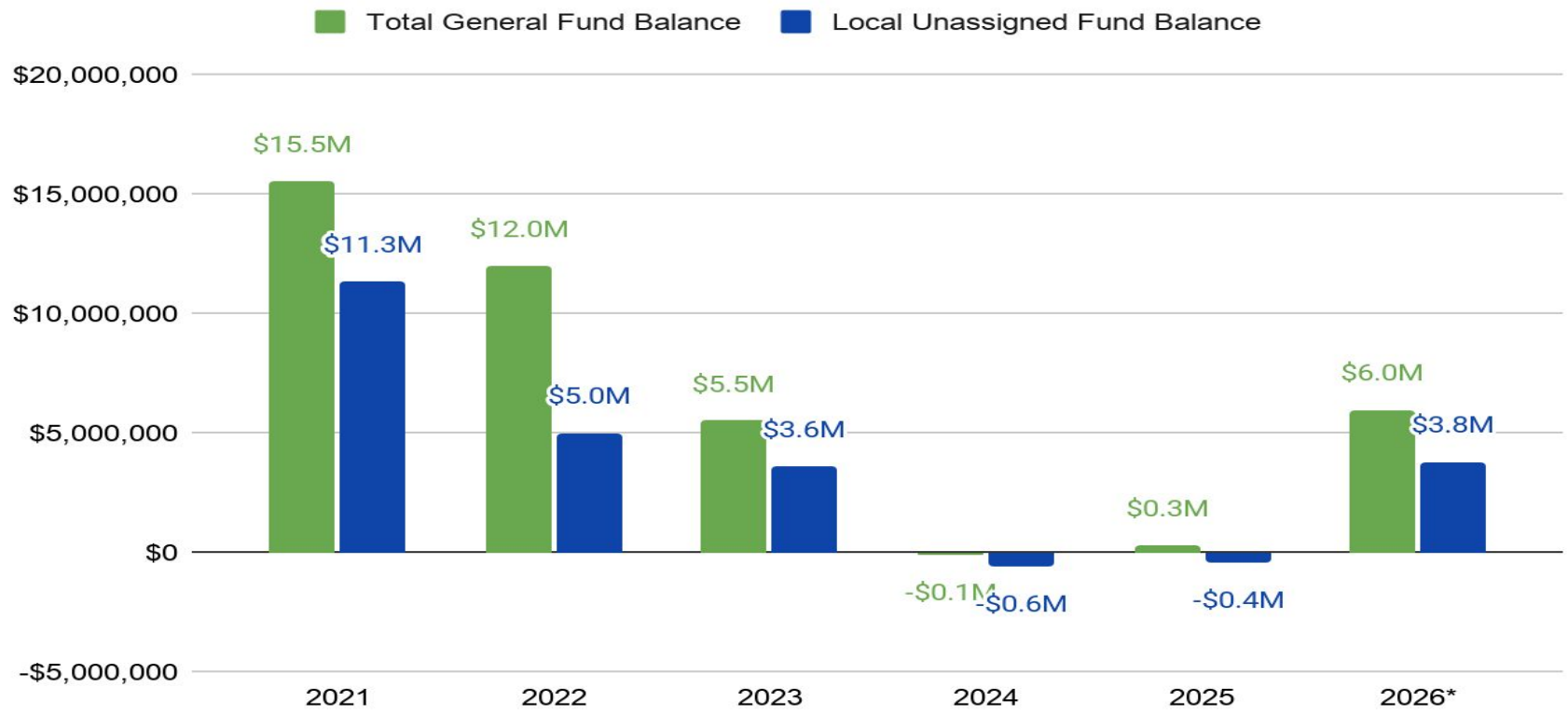
| | Budgeted FY27 | Budgeted FY26 | Change |
|---|---|---|---|
| Sales and Use Tax Revenue | $ 175,000 | $ 150,000 | $ 25,000 |
| County Appropriation | 67,560,890 | 64,752,786 | 2,808,104 |
| Special District Tax Revenue | 30,149,797 | 29,557,658 | 592,139 |
| Fines and Forfeitures Revenue | 200,000 | 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.

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# Questions?

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# Board of Education's Adopted Budget FY 2026-2027




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DIFFERENTLY

750 S. Merritt Mill Rd.
Chapel Hill NC 27516
www.chccs.org

# Adopted Budget for the Fiscal Year Ending June 30, 2027

## Chapel Hill – Carrboro City Schools
## Board of Education Members and Principal Officials

Riza C. Jenkins, Board Chair

Barbara Fedders, Vice Chair

Meredith H. Ballew

Vickie Feaster Fornville

George W. Griffin

Melinda Manning

Dr. Rodney Trice, Superintendent

Prepared By:

Jonathan Scott, Chief Financial Officer

Justin Kiser, Assistant Finance Officer

Business and Financial Services Division

Lincoln Center
750 South Merritt Mill Road
Chapel Hill, NC 27516
(919) 967-8211
www.chccs.org

September 17, 2026

ASSOCIATION OF SCHOOL BUSINESS OFFICIALS INTERNATIONAL

This Meritorious Budget Award is presented to:

# CHAPEL HILL – CARRBORO CITY SCHOOLS

for excellence in the preparation and issuance of its budget for the Fiscal Year 2025–2026.

The budget adheres to the principles and standards of ASBO International's Meritorious Budget Award criteria.

Ryan S. Stechschulte
President

James M. Rowan, CAE, SFO
CEO/Executive Director

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# EXECUTIVE SUMMARY

Chapel Hill – Carrboro City Schools (CHCCS)
750 S Merritt Mill Road, Chapel Hill, NC 27516
Web Site: chccs.org
Prepared by the Business and Financial Services Division
(919) 967-8211



*"The next 25 years must look different than the last 25. Not because we've lost our way, but because the world around us is changing, and we owe it to our children to meet that change with courage."*

*— Dr. Rodney Trice*

To the staff, students, families, and community of Chapel Hill-Carrboro City Schools,

It is my honor to present the Chapel Hill-Carrboro City Schools Board of Education's Financial Plan for Fiscal Year 2026-27. This plan reflects our shared commitment to excellence, opportunity, and responsible stewardship as we navigate a changing financial landscape for public education.

This year's budget process has taken place amid continued challenges for school districts across North Carolina. Declining enrollment, rising operational costs, and changes in state and local funding require us to think carefully about how we align our resources with the students we serve. Throughout this process, we have remained focused on fiscal responsibility, transparency, and long-term sustainability while protecting the high-quality educational experiences our community expects.

The FY 2026-27 Financial Plan supports the district's ongoing operational needs while strengthening our financial foundation for the future. It accounts for increased personnel and operating costs, aligns staffing and resources with enrollment, and prioritizes rebuilding reserves and maintaining financial stability. These decisions are necessary to ensure that CHCCS remains well positioned to serve our students today while preparing for the opportunities and challenges ahead.

As we strengthen that foundation, we must also look forward. Long-term sustainability creates opportunities to innovate, reinvest strategically, and rethink how we organize and deliver services so that our resources have the greatest possible impact on students and staff.

Our mission remains unwavering: to provide every student with an inspiring, rigorous, and inclusive educational experience that prepares them to thrive in a changing world. I am grateful to our staff, families, students, Board of Education, local government partners, and community for your continued partnership, advocacy, and commitment to our schools.

Together, we will continue moving forward with purpose: protecting what makes CHCCS exceptional, adapting where necessary, and building a school system that is resilient, responsive, and sustainable for the future.

Sincerely,

Rodney M. Trice

Dr. Rodney Trice
Superintendent, Chapel Hill – Carrboro City Schools

# Board of Education's Financial Plan for FY 2026-27

The following narrative outlines the major elements shaping the District's financial plan for the upcoming fiscal year. It details the continuation needs and expansion items included in the Board's funding request to Orange County, the level of funding ultimately adopted by the County, and the actions taken by the District to develop a balanced budget. Ultimately, this narrative highlights the District's multi-year strategic budget vision centered on realignment, reinvestment, and long-term sustainability, and details how the actions taken to reach a balanced budget will continue to return fiscal sustainability to the Local Operating Budget.

At its core, this vision centers on aligning resources with current priorities and enrollment realities, reinvesting in high-impact strategies that directly support student outcomes, and establishing long-term structural sustainability within the Local Operating Budget. Central to this effort is a deliberate, multi-year strategy to rebuild the District's diminished fund balance, strengthen financial resiliency, and restore appropriate reserve levels to safeguard against future fiscal volatility.

## Student Data

The District's financial planning process begins with a thorough analysis of enrollment projections for the upcoming year, as these projections significantly influence both State and local funding levels. Each fiscal year, Orange County adopts educational funding levels based on the projected student enrollment for both school districts within the county. The allocation our District receives is determined by the proportional split between our projected enrollment and that of Orange County Schools (OCS). State enrollment funding for next year will be based on the current year's best of 20th or 40th day Average Daily Membership (ADM). For FY 2025-26, the District's 40th day ADM was 10,773. Out-of-district student enrollment was 260, and charter school enrollment was 228. After accounting for the 260 out-of-district students and adding the 228 charter school students, the net projected budgeted enrollment for FY 2026-27 is 10,741 budgeted students. This represents a decrease of 277 students compared to the FY 2025-26 budgeted enrollment.

**2026-27 Enrollment Projections**

| | **CHCCS** |
|---|---|
| 40th Day Average Daily Membership | 10,773 |
| *Less:* Out of District Students | (260) |
| | 10,513 |
| *Plus:* Budgeted Charter Students | 228 |
| **Total Budgeted Students** | **10,741** |

Note: The above table shows the calculation of "Total Budgeted Students" that the County used in determining the student enrollment split for budgeting purposes. Analysis of actual student enrollment trends at CHCCS can be found later in both the Executive Summary and Informational Section of this document.

## Enrollment Trends

CHCCS continues to experience a districtwide decline in student enrollment, consistent with regional and statewide demographic shifts, including declining birth rates, reduced in-migration of young families, and

evolving housing patterns within Chapel Hill and Carrboro. For the 2026–27 school year, projected K–12 membership remains below overall district capacity, with the most significant underutilization occurring at the elementary level, where several campuses are operating at less than 70% of capacity. Middle and high schools reflect a more balanced distribution of students. The persistent gap between enrollment and available capacity has direct fiscal implications, increasing per-pupil operating costs and reducing the efficiency of resource allocation. Addressing this trend will require continued analysis and long-term planning to ensure the equitable and sustainable delivery of educational programs across all schools.

## Continuation Cost Requirement

The largest foundational piece that the District considers when financially planning for an upcoming fiscal year is in the estimated continuation portion of the Local Operating Budget. This calculation represents the expenses required to be able to continue providing the existing level of services and standards of education in the upcoming fiscal year before any structural or programmatic changes are considered. The following section will detail the major drivers of the continuation cost estimates to include salaries and wages, required matching benefit changes, and inflationary adjustment for non-salary items, and the net effects of the estimated State reductions contained in the budget.

### Salaries and Wages $2,526,800

On July 7, 2026, Governor Josh Stein signed the FY 2026-27 State Budget into law, providing salary increases for public school employees. The District's continuation budget reflects the local financial impact of implementing these compensation changes, including adjustments to locally funded salary schedules and the District's local salary supplement.

Under the adopted State budget, teachers and instructional support personnel will receive increases to the State Certified Salary Schedule, with most eligible employees also receiving an annual step increase. Combined, the new State salary schedule and annual step increase will provide an average salary increase of approximately 8%, with total increases ranging from approximately 5% to 18%, depending on years of experience. Assistant principals will receive an 8% increase to the District's local assistant principal salary schedule to align with the teacher salary schedule changes. Principals, central office administrators (including leadership, directors/coordinators, supervisors, and finance officers), and classified employees will receive a 3% increase to their respective salary schedules.

The continuation budget also includes adjustments required to comply with Board Policy 6424/7601, Living Wage Policy, which requires the District to maintain the minimum hourly wage established annually by Orange County. For FY 2026-27, Orange County established a living wage of $20.02 per hour. Accordingly, salary schedules and applicable hourly and daily pay rates have been adjusted, where necessary, to ensure compliance with Board policy.

The total continuation cost for salaries and wages is $2,526,800 consisting of salary increases and associated increases in the matching local salary supplement.

### Benefit Increases $1,401,400

Continuation costs also include the District's required employer contributions for payroll taxes, retirement, and health insurance associated with salary increases and changes in State-established benefit rates. These employer costs apply to the local share of certified salaries and all locally funded positions. The Federal Insurance Contributions Act (FICA) employer matching rate remains 7.65%. The increase in salaries and local supplements results in an additional $190,700 in required FICA contributions. The Teachers' and State Employees' Retirement System (TSERS) employer contribution rate will increase from 24.67% to 26.10%, resulting in an estimated continuation cost of $903,000. Employer-sponsored health insurance premiums will increase from $8,500 to $8,925 per eligible employee, requiring an

additional $307,700. Collectively, the projected increases for FICA, TSERS, and employer health insurance premiums total $1,401,400, representing the required employer benefit costs necessary to sustain current staffing levels in FY 2026-27.

## Other Non-Salaried Operating Costs $723,500

To address the rising costs of goods and services necessary for District operations, a 4% inflationary adjustment has been applied to non-salary operating costs. These costs encompass a wide range of expenditures essential to maintaining daily operations, such as utilities, transportation, instructional materials, technology infrastructure, facility maintenance, and contracted services.

## One-Time Bonuses $965,250

The FY 2026-27 State Budget includes one-time bonus payments for eligible public school employees. The State has appropriated funding for bonuses for State-funded employees in accordance with the eligibility criteria established by the North Carolina General Assembly. To maintain equity across the workforce, the District's continuation budget includes funding to provide one-time bonuses at the same State-established levels for eligible locally funded employees.

Eligible teachers and assistant principals will receive a one-time bonus based on years of experience:

- 0-15 years of experience: $500
- 16 or more years of experience: $1,000

Eligible principals, central office administrators (including leadership, directors/coordinators, supervisors, and finance officers), and classified employees will receive a one-time bonus based on annual salary:

- Annual salary of $65,000 or less: $1,750
- Annual salary greater than $65,000: $1,000

The continuation budget includes funding for the locally funded employee bonuses and the associated employer payroll taxes. In accordance with State retirement regulations, one-time bonus payments are not subject to Teachers' and State Employees' Retirement System (TSERS) employer retirement contributions. All eligible bonus payments will be issued no later than October 31, 2026, in accordance with State requirements. These locally funded employee bonuses are estimate to cost approximately $965,250.

## Continuation Costs Summary

| 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** |

## Local Operating Fund Revenue Changes for FY 2026-27

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

## Total Local Operating Budget Reconciliation

| 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)** |

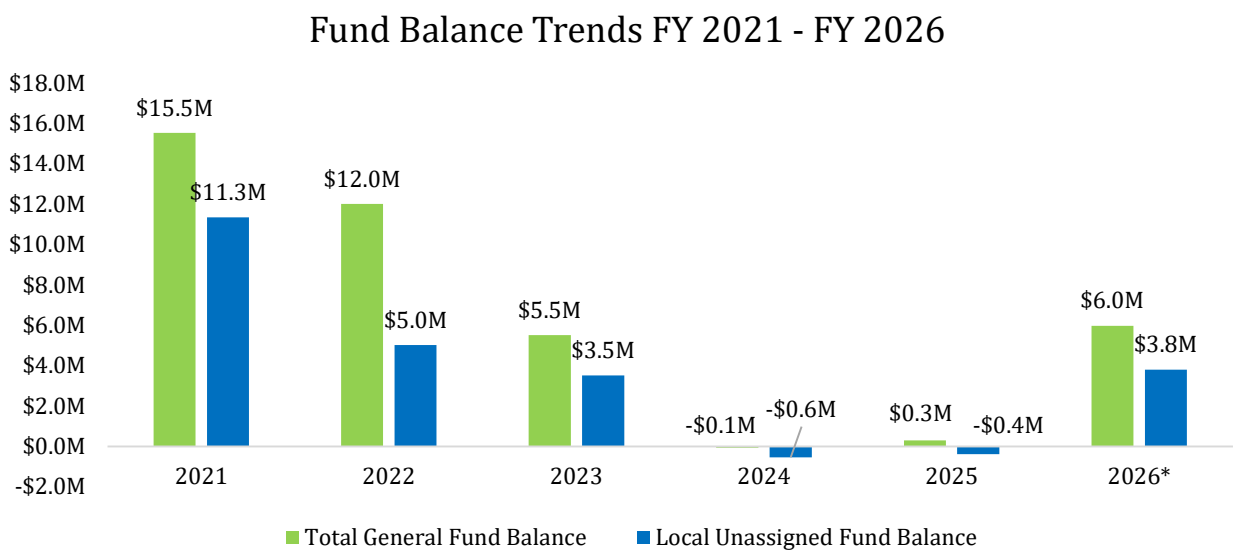
** The small net remaining balance from Continuation will be absorbed into the budget via the surplus from the result of operations in FY 2025-26*

## Fund Balance Analysis

The audited local unassigned fund balance for the fiscal year ending June 30, 2023, was $3.6 million (4.07% of total expenditures), down from $5.0 million (5.85%) the previous year. This amount was $1.31 million below the Orange County BOCC's minimum target of 5.5% of local expenditures, or $4.93 million.

Results of operations in FY 2023–24 further reduced the District's local unassigned fund balance to essentially zero. This critically low reserve level prompted the District Administration and Board of Education to implement a tiered spending reduction plan to restore financial stability, eliminate deficit spending, and rebuild reserves over time. Tiers I and II were enacted as immediate, stop-gap measures to stabilize operations and return the District to a structurally balanced position by FY 2025, while Tier III was designed to restore long-term sustainability and rebuild local fund balance reserves in future fiscal years. As a result of the first two tiers, approximately $360,425 was restored to fund balance in FY 2025, demonstrating that the corrective measures were successfully implemented and achieved their intended outcome.

During FY 2025–2026, Tier III was specifically designed to rebuild reserves to a more sustainable level. Based on current projections, the District estimates that FY 2026 will conclude with approximately $3.8 million in unassigned fund balance. This represents meaningful progress toward restoring financial stability and moving closer to the BOCC's minimum target reserve level. As a result of these actions, the District anticipates entering FY 2026-27 with a structurally balanced budget.




**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.*

## Summary FY 2026-27 Adopted Budget

The Chapel Hill-Carrboro City Schools Board of Education's Financial Plan for FY 2026-27 reflects the District's continued commitment to fiscal responsibility, strategic resource alignment, and long-term sustainability. The plan addresses the resources necessary to maintain existing educational services while responding to declining enrollment, increased personnel and operating costs, and changes in State and local funding. Budgeted enrollment for FY 2026-27 is 10,741 students, a decrease of 277 students from the prior year, reinforcing the need to thoughtfully align staffing, facilities, and resources with current enrollment while maintaining equitable access to high-quality educational programs.

The Financial Plan includes approximately $5.6 million in continuation costs necessary to sustain current operations, including salary and local supplement increases, required employer benefit increases, and inflationary adjustments to non-salary operating expenses. Local operating revenues are budgeted at approximately $98.1 million, an increase of nearly $3.0 million from FY 2025-26, driven primarily by increases in the County appropriation and supplemental district tax revenue. Together, these resources allow the District to meet its current obligations while maintaining a structurally balanced operating budget.

The District also continues to make meaningful progress toward restoring its financial position following the significant decline in local fund balance experienced in prior years. Current projections estimate approximately $3.8 million in unassigned fund balance at the conclusion of FY 2025-26, representing substantial progress toward rebuilding appropriate reserve levels and strengthening financial resiliency. As CHCCS moves beyond short-term stabilization, the District's multi-year strategy will increasingly focus on realignment, strategic reinvestment, and long-term sustainability, creating a stronger financial foundation to support students, staff, and schools for years to come.

# 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 | $ 595,132 |
| | 595,132 |
| **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 | $ 233,580 |
| | 233,580 |
| 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 not be transferred between Fund Codes without prior approval of the Board of Education.

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

4. 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.

Summary of Commitments

# THINK (AND ACT) DIFFERENTLY

We purposely selected a design for our strategic plan that would clearly outline the work that we have ahead of us. It also makes the work clear to our community. The plan and vision offers our schools in collaboration with our district's Divisions a clear and compelling roadmap to success while helping to meet our collective goals by 2027.

CHAPEL HILL-CARRBORO CITY SCHOOLS Est. 1909

STRATEGIC PLAN 2022-2027

## Key Priorities

- Creating a Culture of Safety and Wellness
- Instructional Excellence: Preparing Students for Life
- Empowering, Equipping and Investing in Our People
- Equitable and Transparent Fiscal Stewardship and Operations
- Strengthening Family and Community Engagement

### Creating a Culture of Safety and Wellness

**Goal 1:** CHCCS will prioritize the social, emotional and physical well-being of every student and staff member to ensure that everyone has the support needed to thrive in our learning communities.

**Goal 2:** CHCCS will prioritize personalized support for every student with a focus on students' strengths, and their areas of need to ensure that every student successfully realizes the best version of themselves.

### Instructional Excellence: Preparing Students for Life

**Goal 1:** CHCCS students will be provided access to a challenging, diverse and culturally relevant, standards aligned curriculum which is student centered and will propel their educational growth and achievement.

**Goal 2:** CHCCS will prioritize opportunities designed to elevate student voice and access to meaningful, authentic instruction while empowering students to advocate for their own learning.

### Instructional Excellence: Preparing Students for Life (continued)

**Goal 3:** CHCCS will ensure flexibility in available learning opportunities and that choice programs are accessible for all students.

### Empowering, Equipping and Investing in Our People

**Goal 1:** CHCCS will recruit a diverse workforce representative of our broader community using proven local and national best practices and focus on the retention.

**Goal 2:** CHCCS will invest in a diverse and highly-qualified workforce to ensure CHCCS is the place where talented professionals choose to work and grow.

**Goal 3:** Equip a culturally responsive workforce so our people will effectively support students and families. Continue to develop professional learning that develops a culturally responsive mindsets and capabilities with stakeholders so there is an inviting and inclusive environment to support student learning throughout every classroom, school, and central office.

# THINK (AND ACT) DIFFERENTLY

## Equitable and Transparent Fiscal Stewardship and Operations

**Goal 1:** Create and maintain safe spaces where instructional excellence can occur.

**Goal 2:** Provide effective support services for students, staff, and the community through equitable allocation and distribution of resources using a tiered system of support model.

**Goal 3:** Timely, accurate reporting and transparent communication of Financial Information to the members of our community.

## Strengthening Family and Community Engagement

**Goal 1:** Design effective forms of school-to-home and home-to-school communications about school programs and student progress.

**Goal 2:** Provide information and ideas to families about how to promote the continuation of learning at home and in the community through learning, service, and enrichment activities.

**Goal 3:** Elevate diverse parents and caregivers as leaders and representatives, and include them in school and district-based decision-making.

## Portrait of a Graduate

Chapel Hill-Carrboro City Schools is committed to providing all of its students with the knowledge, experiences and opportunities necessary for them to develop the competencies required for success in school, the workforce, and in life.

**Skilled Communicator**

**I explore and exchange ideas with others.** I grow my understanding by actively listening to, honoring, and building on the voices of others, and I express my own understanding clearly, using a variety of formats depending on the purpose, audience, and setting. I continually look for opportunities to grow in this area.

**Effective Collaborator**

**I form partnerships with others.** I work with others to achieve common goals by building relationships, managing team dynamics, making shared decisions, and learning from and contributing to the learning of others.

**Critical Thinker**

**I analyze and synthesize ideas.** I make decisions by processing and evaluating information, seeking patterns and connections, constructing meaningful knowledge, and applying knowledge in authentic contexts.

**Adaptable Individual**

**I adjust to challenging conditions with agility and flexibility.** I work effectively in a climate of ambiguity and changing priorities.

**Ethical and Empathetic Citizen**

**I demonstrate sensitivity, concern, and respect for the experiences and feelings of others.** I act with key moral principles that include honesty, fairness, equity, and dignity.

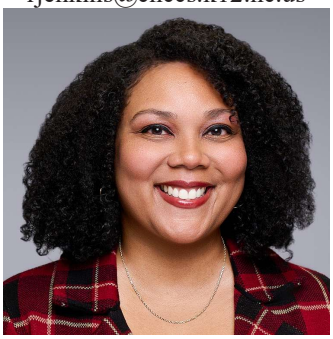
## Board of Education

The Board of Education is comprised of seven community members elected to set policy and direction for the local school district. The Chapel Hill-Carrboro City Schools Board of Education includes seven members who serve four-year terms.

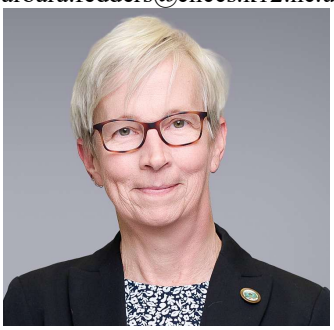
## CHCCS School Board's Mission Statement:

To facilitate the CHCCS Mission by establishing and maintaining policies that are in the best interests of our students, communicating and engaging with key stakeholders, and hiring and collaborating with the district Superintendent.

**Riza Jenkins,**
**Chair**
rjenkins@chccs.k12.nc.us



**Barbara Fedders,**
**Vice Chair**
barbara.fedders@chccs.k12.nc.us



**Meredith H. Ballew**
meredith.ballew@chccs.k12.nc.us

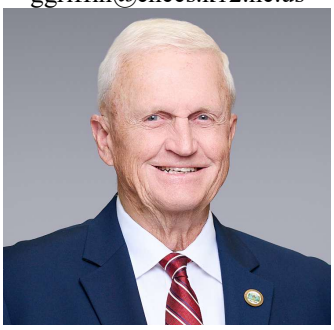


**Vacant Board Position**
board@chccs.k12.nc.us

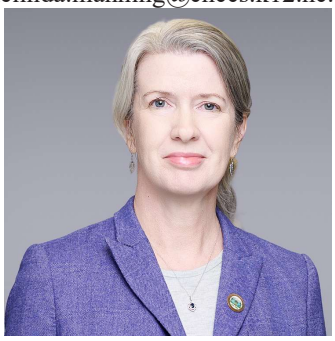
**Vickie L. Feaster Fornville**
vfeasterfornville@chccs.k12.nc.us



**George W. Griffin**
ggriffin@chccs.k12.nc.us

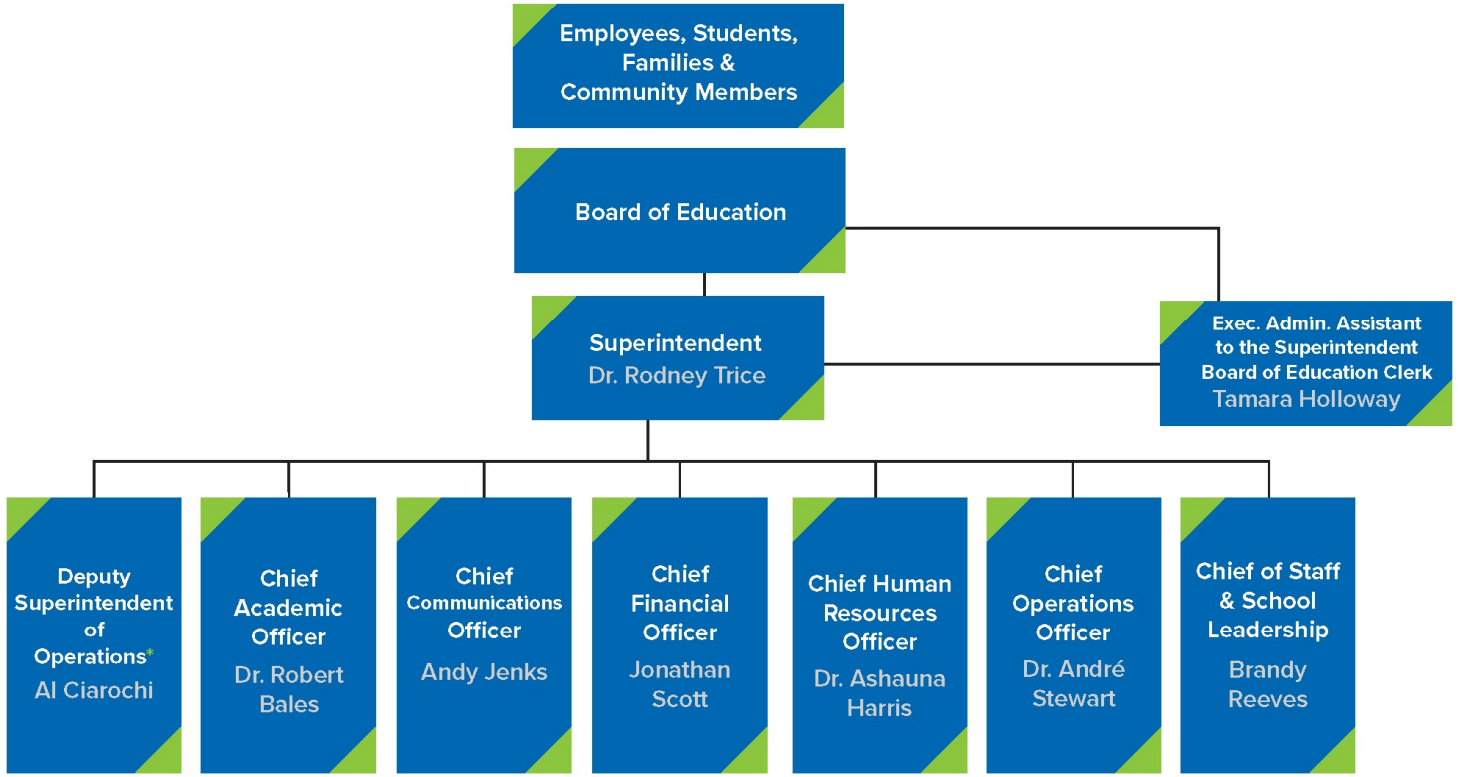


**Melinda Manning**
melinda.manning@chccs.k12.nc.us



CHAPEL HILL-CARRBORO CITY SCHOOLS

## Superintendent's Cabinet & Central Services Division




*Superintendent's designee(s) if/when the Superintendent is out of the office.

*Revised September 5, 2025*

# FY 2026-27 Budget Preparation Timeline

In accordance with North Carolina General Statute (GS 115C – 428), the Superintendent shall prepare a budget for the ensuing year and submit to the local Board of Education no later than May 1. Before submitting the prepared budget, the Board of Education may choose to hold a public hearing at which time any persons who wish to be heard on the budget may appear. North Carolina LEAs are fiscally dependent on the local governing body, which in the District's case is the Orange County Board of County Commissioners. After consideration of the budget and the public hearing, the Board of Education will submit the budget to the Orange County Board of County Commissioners no later than May 15 (GS 115C – 429).

The following is a summary of the budget preparation process timeline for the upcoming year:

**November - December**

- Finance and Facilities Committee holds preliminary budget discussions
- Cabinet holds Budget Strategy Work Session
- The budget development process for gathering school and department budgets is considered and established

**January – February**

- Budget Request Worksheets are distributed to schools and departments
- Board of Education holds first budget work session
- Schools present budget requests to Cabinet based on school data, identified needs, schedules, and special circumstances
- Departments submit budget requests to Business and Financial Services Division
- Superintendent presents preliminary budget information to Board of Education

**March - April**

- Superintendent submits FY2027 Proposed Budget Request to the Board of Education
- Board of Education holds Public Hearing work session
- Board of Education holds budget work session for final consideration and review
- Board of County Commissioners holds budget work session for consideration and review
- Board of Education approves FY2027 Budget Request and submits to the Board of County Commissioners

**May – November**

- Board of County Commissioners holds Public Hearing on budget
- Board of County Commissioners holds work sessions to review requested budget
- Board of County Commissioners holds final Public Hearing and work session
- Board of County Commissioners adopts FY 2026-27 Local and Capital Fund budget
- Board of Education approves Final Budget Resolution for all Fund Codes

# FY 2026-27 Budget Preparation Process

The budget development process remains a critical function as the District seeks to balance financial constraints with the ongoing needs of students and educators. This year's process follows the standard stages: Gather, Evaluate, Prepare, Present, and Adopt. However, given the austere budget environment and the limited likelihood of increased funding, it is more important than ever to thoughtfully assess and advocate for essential resources to support public education.

The first step in this process is gathering information from all budget managers, including School Principals, Division and Department leaders, and the Superintendent. Despite financial limitations, the District is committed to ensuring that school-level voices are heard through this structured budget request process. Each leveled team was tasked with using a team budget request guiding worksheet to facilitate discussions on how to realign existing resources and address essential needs to maximize impact. This process also served as an opportunity to review local salary and non-salary allotment formulas, as well as to highlight capital needs that remain unmet.

## Financial Backdrop Considered During Budget Preparation

CHCCS enters FY 2026-27 from a stronger, but still evolving, financial position. The District continues to navigate declining enrollment, rising personnel and operating costs, and changes in State and local funding, while working to restore financial reserves following several years of structural imbalance. The FY 2026-27 budget includes approximately $5.6 million in continuation costs to maintain existing operations, while local operating revenues are projected to increase by nearly $3.0 million, primarily through additional County appropriation and supplemental district tax revenue. At the same time, the District's multi-year corrective actions have produced meaningful progress in rebuilding reserves, estimating approximately $3.8 million in unassigned fund balance projected at the conclusion of FY 2025-26. This improving financial position provides greater stability; however, continued enrollment decline and increasing costs reinforce the need for disciplined resource alignment and careful long-term planning as the District transitions from financial stabilization toward strategic realignment, reinvestment, and long-term sustainability.

Important framing concepts referenced during budget preparation:

- Any idea lifted up must be aligned with the strategic plan (link) and be directly correlated with a key strategic action item that is in the initial implementation stage or beyond the implementation stage.

- Budget items should also be evaluated through a forward-looking Academic Return on Investment (AROI) framework, ensuring that potential long-term student outcomes and cost savings are factored into decision-making.

## Changes in Fiscal Management for FY 2026-27

The District's Business and Financial Services Division has continued to develop a strong professional development plan to invest in and develop a deeper understanding of fiscal operations, internal controls, and statutory laws governing the financial processes of the District. The structure of this plan contains monthly professional development time between the Business and Financial Services Division, department bookkeepers, and school treasurers across the District. It also includes several opportunities for training new principals, veteran principals, and budget managers on financial matters relevant to their work. Outside of the focus on internal development, the Business and Financial Services Division has also committed to building relationships with external sources of professional development such as the North Carolina Association of Business Officials (NCASBO) and the Government Finance Officers Association (GFOA) so that our staff can utilize the extensive professional development opportunities offered by these organizations.

Beyond that, the Business and Financial Services division has continued to develop and implement widespread digitization of high-volume forms. For example, the division has implemented a digital version of travel authorization forms, field trip request forms, and various Human Resources related forms. This benefits the District in aligning with its sustainability goals and provides an easily accessible, permanent document trail should any of this information need review in the future. These procedural changes were set up to ensure compliance and increase efficiency in their various aspects of the fiscal management process for the District.

**Looking Forward: Strategic Goals and Actions for FY 2026-27**

In the upcoming 2026-27 academic year, our primary strategic actions will consist of:

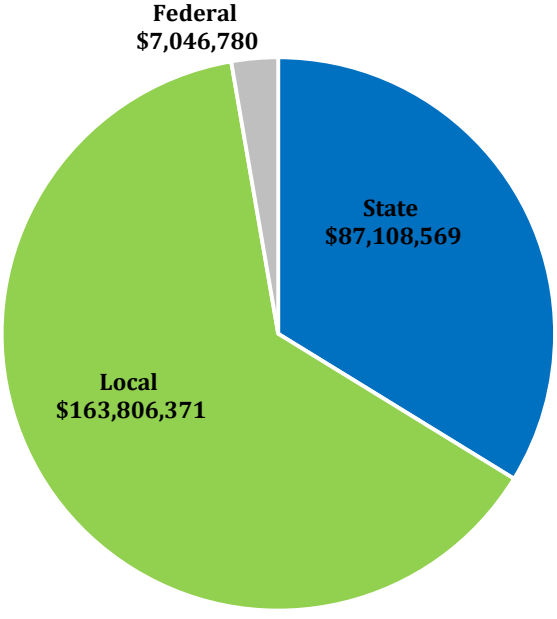
*Business and Financial Services Division*:

- Continue to build the District's fiscal capacity, aligning budgets with our overarching strategic plans, and ensuring the equitable allocation of resources.
- Continue to lean on the concept of Academic Return on Investment (A-ROI) to develop effective plans when critical decision-making is required and to monitor plans in action effectively in ways that involve all stakeholders.
- Continue to engage our school principals, treasurers, and department bookkeepers in the North Carolina Association of School Business Officials (NCASBO) Principals and Treasurers Academies professional learning offerings.
- Pursuing the full Meritorious Budget Award from ASBO International.
- Continue evaluation and improvement of strategic business systems and processes. The Division maintains a priority of improving its leverage of technology to increase efficiency, accuracy, and transparency.

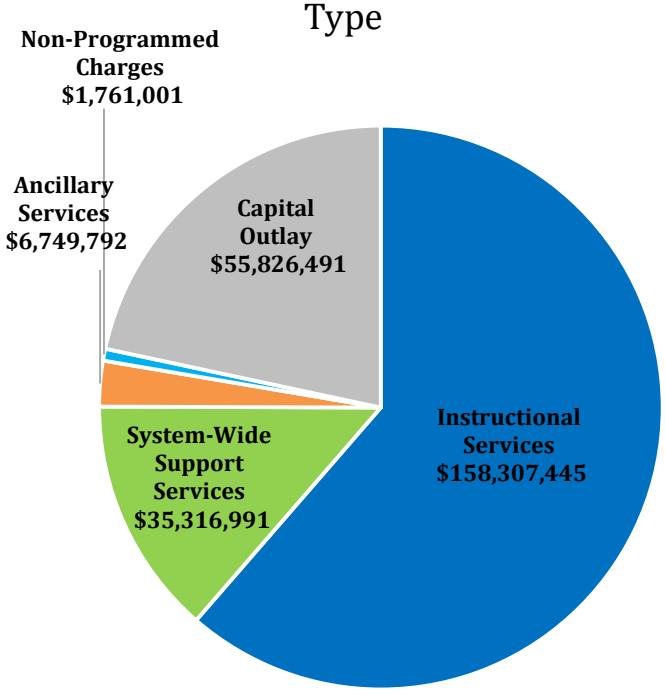
# Summary of FY 2026-27 Revenues and Expenditures by Fund

| | State Public School Fund | Local Operating Fund | Federal Grants Fund | Capital Outlay Fund | Child Nutrition Fund | Community Schools Fund | Other Local Revenues Fund | Total |
|---|---|---|---|---|---|---|---|---|
| **Revenues** | | | | | | | | |
| State | 86,158,569 | 175,000 | - | 175,000 | - | - | 600,000 | **87,108,569** |
| Local | - | 97,945,687 | - | 56,480,071 | 1,991,918 | - | 3,894,279 | **163,806,371** |
| Federal | - | - | 595,132 | - | 2,557,369 | 2,364,005 | 5,024,690 | **7,046,780** |
| Fund Balance Appropriated | - | - | - | - | - | - | - | - |
| **Total Revenues** | **86,158,569** | **98,120,687** | **595,132** | **56,655,071** | **4,549,287** | **2,364,005** | **9,518,969** | **257,961,720** |
| **Expenditures** | | | | | | | | |
| Instructional Services | 78,482,049 | 70,211,716 | 520,131 | 233,580 | - | - | 8,859,969 | **158,307,445** |
| System-Wide Support Services | 7,676,520 | 26,408,971 | 27,500 | 575,000 | - | - | 629,000 | **35,316,991** |
| Ancillary Services | - | - | - | 20,000 | 4,509,287 | 2,220,505 | - | **6,749,792** |
| Non-Programmed Charges | - | 1,500,000 | 47,501 | - | 40,000 | 143,500 | 30,000 | **1,761,001** |
| Capital Outlay | - | - | - | 55,826,491 | - | - | - | **55,826,491** |
| **Total Expenditures** | **86,158,569** | **98,120,687** | **595,132** | **56,655,071** | **4,549,287** | **2,364,005** | **9,518,969** | **257,961,720** |

FY 2027 Revenue Snapshot by Source of Funding




FY 2027 Expenditures Snapshot by Type



# Budget Comparison for Last 5 Fiscal Years All Funds

| | Actual 2022 | Actual 2023 | Actual 2024 | Actual 2025 | Actual 2026 | Budgeted 2027 |
|---|---|---|---|---|---|---|
| **State Public School Fund** | | | | | | |
| Revenue Received | 83,298,840 | 80,068,737 | 82,945,174 | 83,322,030 | 82,622,471 | 86,158,569 |
| Expenditures Paid | 83,298,840 | 80,068,737 | 82,945,174 | 83,322,030 | 82,622,471 | 86,158,569 |
| Ending Net Balance | - | - | - | - | - | - |
| **Local Operating Fund** | | | | | | |
| Revenue Received | 82,043,514 | 82,510,304 | 89,691,391 | 93,225,544 | 95,690,403 | 98,120,687 |
| Expenditures Paid | 85,567,860 | 88,998,975 | 95,178,035 | 92,865,119 | 90,112,040 | 98,120,687 |
| Ending Net Balance | | **(6,488,671)** | **(5,486,644)** | **360,425** | **5,578,363** | - |
| **Federal Grants Fund** | | | | | | |
| Revenue Received | 11,517,113 | 10,588,780 | 6,449,468 | 5,233,613 | 3,899,935 | 595,132 |
| Expenditures Paid | 11,517,113 | 10,588,780 | 6,449,468 | 5,233,613 | 3,899,935 | 595,132 |
| Ending Net Balance | - | - | - | - | - | - |
| **Capital Outlay Fund** | | | | | | |
| Revenue Received | 8,053,522 | 14,734,818 | 21,360,791 | 18,797,310 | 10,591,844 | 56,655,071 |
| Expenditures Paid | 8,271,620 | 15,541,522 | 21,311,808 | 19,577,370 | 10,209,388 | 56,655,071 |
| Ending Net Balance | **(218,098)** | **(806,704)** | **48,983** | **(780,060)** | **382,456** | - |
| **Child Nutrition Fund** | | | | | | |
| Revenue Received | 6,460,340 | 4,789,055 | 4,144,450 | 4,049,056 | 3,917,512 | 4,549,287 |
| Expenditures Paid | 4,999,109 | 4,121,174 | 4,433,586 | 4,087,269 | 4,008,128 | 4,549,287 |
| Ending Net Balance | **1,461,231** | **667,881** | **(289,136)** | **(38,213)** | **(90,616)** | - |
| **Community Schools Fund** | | | | | | |
| Revenue Received | 1,653,061 | 2,871,206 | 2,122,004 | 1,973,351 | 2,056,611 | 2,364,005 |
| Expenditures Paid | 1,391,178 | 1,825,543 | 2,697,723 | 2,721,017 | 1,830,322 | 2,364,005 |
| Ending Net Balance | **261,883** | **1,045,663** | **(575,719)** | **(747,666)** | **226,289** | - |
| **Other Grants Fund** | | | | | | |
| Revenue Received | 7,454,363 | 8,541,184 | 8,054,872 | 7,881,565 | 8,702,887 | 9,518,969 |
| Expenditures Paid | 6,807,532 | 9,193,767 | 9,681,149 | 8,957,865 | 8,840,232 | 9,518,969 |
| Ending Net Balance | **646,830** | **(652,583)** | **(1,626,277)** | **(1,076,300)** | **(137,345)** | - |

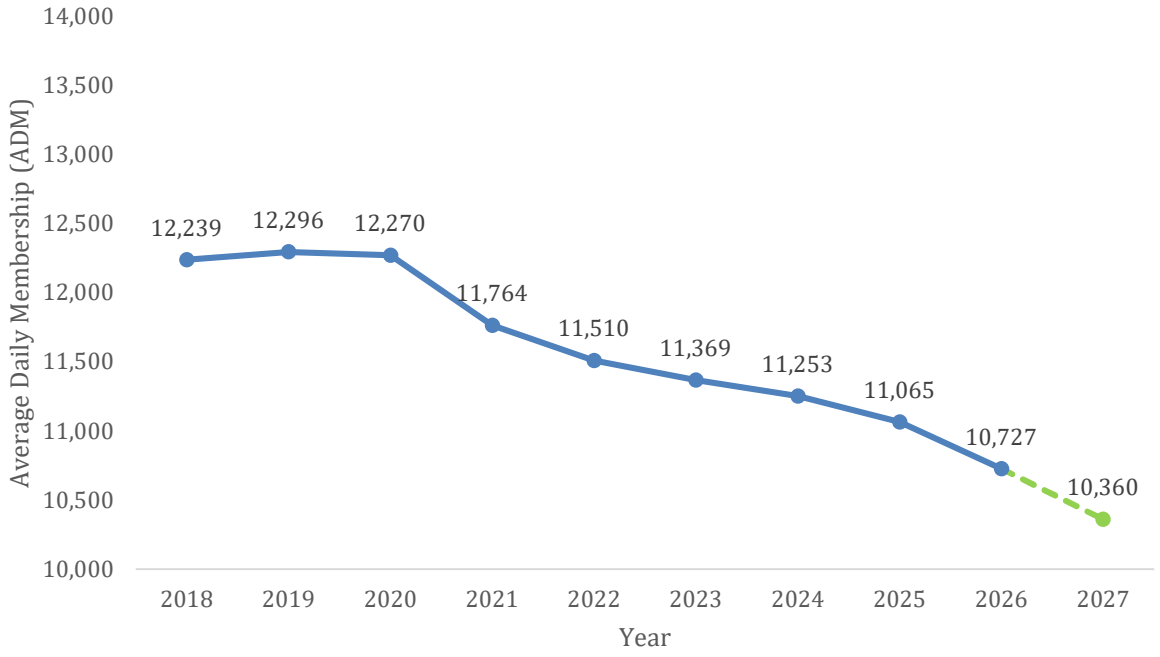
# Budget Forecast for Next 3 Fiscal Years All Funds

| | Budgeted 2027 | Linear Regression Projection 2028 | Linear Regression Projection 2029 | Linear Regression Projection 2030 |
|---|---|---|---|---|
| **State Public School Fund** | | | | |
| Revenue Received | 86,158,569 | 85,302,974 | 85,941,165 | 86,579,357 |
| Expenditures Paid | 86,158,569 | 85,302,974 | 85,941,165 | 86,579,357 |
| | - | - | - | - |
| **Local Operating Fund** | | | | |
| Revenue Received | 98,120,687 | 102,559,672 | 106,087,110 | 109,614,547 |
| Expenditures Paid | 98,120,687 | 98,186,161 | 100,008,744 | 101,831,327 |
| Ending Net Balance | - | **4,373,511** | **6,078,366** | **7,783,220** |
| **Federal Grants Fund** | | | | |
| Revenue Received | 595,132 | (1,208,556) | (3,376,907) | (5,545,259) |
| Expenditures Paid | 595,132 | (1,208,556) | (3,376,907) | (5,545,259) |
| | - | - | - | - |
| **Capital Outlay Fund** | | | | |
| Revenue Received | 56,655,071 | 44,500,427 | 51,015,151 | 57,529,875 |
| Expenditures Paid | 56,655,071 | 44,346,438 | 50,751,764 | 57,157,090 |
| Ending Net Balance | - | **153,989** | **263,387** | **372,785** |
| **Child Nutrition Fund** | | | | |
| Revenue Received | 4,549,287 | 3,425,088 | 3,074,651 | 2,724,214 |
| Expenditures Paid | 4,549,287 | 4,072,969 | 3,989,124 | 3,905,280 |
| Ending Net Balance | - | **(647,881)** | **(914,473)** | **(1,181,065)** |
| **Community Schools Fund** | | | | |
| Revenue Received | 2,364,005 | 2,269,601 | 2,297,095 | 2,324,589 |
| Expenditures Paid | 2,364,005 | 2,628,475 | 2,768,525 | 2,908,576 |
| Ending Net Balance | - | **(358,873)** | **(471,430)** | **(583,987)** |
| **Other Grants Fund** | | | | |
| Revenue Received | 9,518,969 | 9,422,457 | 9,726,309 | 10,030,161 |
| Expenditures Paid | 9,518,969 | 10,010,582 | 10,346,962 | 10,683,342 |
| Ending Net Balance | - | **(588,125)** | **(620,653)** | **(653,180)** |

**Note:** These projections are calculated strictly based on the statistical forecast method called linear regression forecasting using the previous 5 years of actual revenues and expenditures. It does not account for qualitative information. A critical takeaway from this information is that at current spending levels, the deficit in the local budget shows a declining trend when projected out. This highlights the encouraging signs that the District's reduced spending from the enacted tiered RIF plan discussed earlier in the budget narrative is moving the District towards a more sustainable position.

## Enrollment Trends and Forecast

Over the 10 years prior to the COVID-19 pandemic, the District saw steady enrollment growth, with average growth just under 1% each year. Post-COVID trends and recent political action have created uncertainty for families around the District in the decision of where their children will receive their education. The District has experienced a steady decline in enrollment since the onset of the pandemic. The graph below shows the trend of actual student enrollment across the last 10 years and includes the District's current (10th Day) enrollment for FY 2026-27:




**The 10,360 enrollment number is the enrollment recorded on the 10th day of the current school year. State allotments are now based on the prior year's recorded ADM. The District uses a cohort-survival method of projection using the final enrollment count of the previous year in its local allotments. It does not reflect actual students in seats as of writing.*

It is important to note that the District is funded based on the State's projection of enrollment, adjusted for charter school students and out of district students. That adjusted enrollment is the 10,741 ADM number previously discussed in the continuation budget narrative. The breakdown of the FY 2027 10th day enrollment compared to the prior year's actual final enrollment is highlighted in the table below:

| | | | FY 26 Final to FY 27 10th Day | |
|---|---|---|---|---|
| | **FY 2026 Final Enrollment** | **FY 2027 10th Day Enrollment** | **Change** | **Percent** |
| Elementary School | 4,289 | 4,054 | (235) | -5.5% |
| Middle School | 2,593 | 2,517 | (76) | -2.9% |
| High School | 3,815 | 3,740 | (75) | -2.0% |
| Other | 30 | 49 | 19 | 63.3% |
| **Total** | **10,727** | **10,360** | **(367)** | **-3.4%** |

**Enrollment Forecast**

| Grade | FY 2027 Actual 10th Day Enrollment | FY 2027 Originally Projected* | FY 2028 Projected* | FY 2029 Projected* | FY 2030 Projected* |
|---|---|---|---|---|---|
| KIND | 576 | 582 | 571 | 559 | 548 |
| 1st | 629 | 655 | 615 | 622 | 610 |
| 2nd | 670 | 686 | 639 | 666 | 626 |
| 3rd | 667 | 685 | 691 | 708 | 659 |
| 4th | 781 | 793 | 670 | 687 | 694 |
| 5th | 731 | 763 | 797 | 809 | 683 |
| 6th | 783 | 803 | 735 | 767 | 801 |
| 7th | 868 | 871 | 790 | 811 | 742 |
| 8th | 866 | 878 | 884 | 887 | 805 |
| 9th | 916 | 932 | 930 | 943 | 949 |
| 10th | 994 | 973 | 887 | 902 | 900 |
| 11th | 957 | 903 | 933 | 913 | 832 |
| 12th | 922 | 927 | 931 | 879 | 908 |
| **Total** | **10,360** | **10,451** | **10,073** | **10,153** | **9,757** |

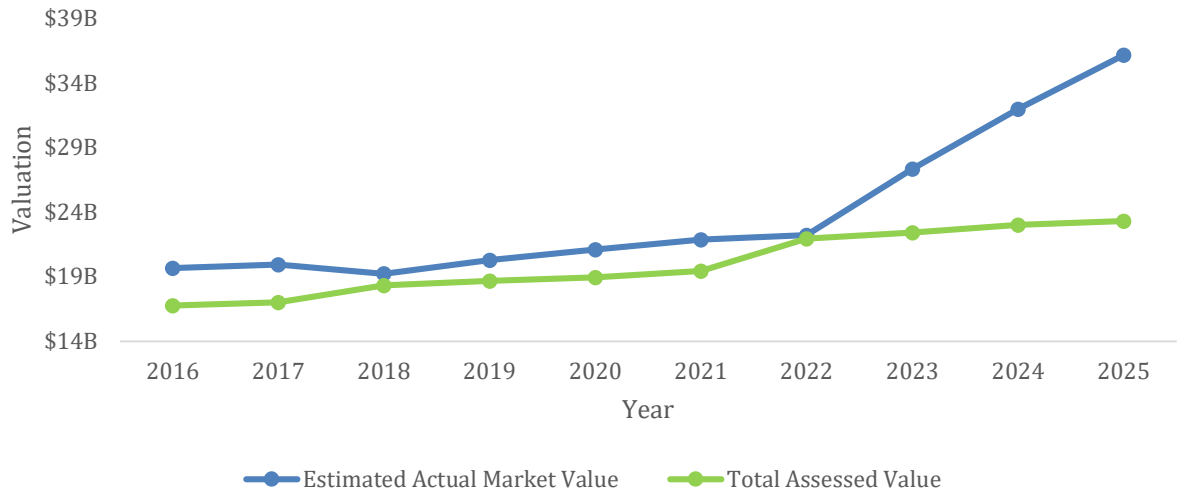
**Projections based on District estimates made using a modified cohort projection method. A more detailed description of this methodology can be found in the Informational Section later in this document.*

## Tax Base and Rate Trends

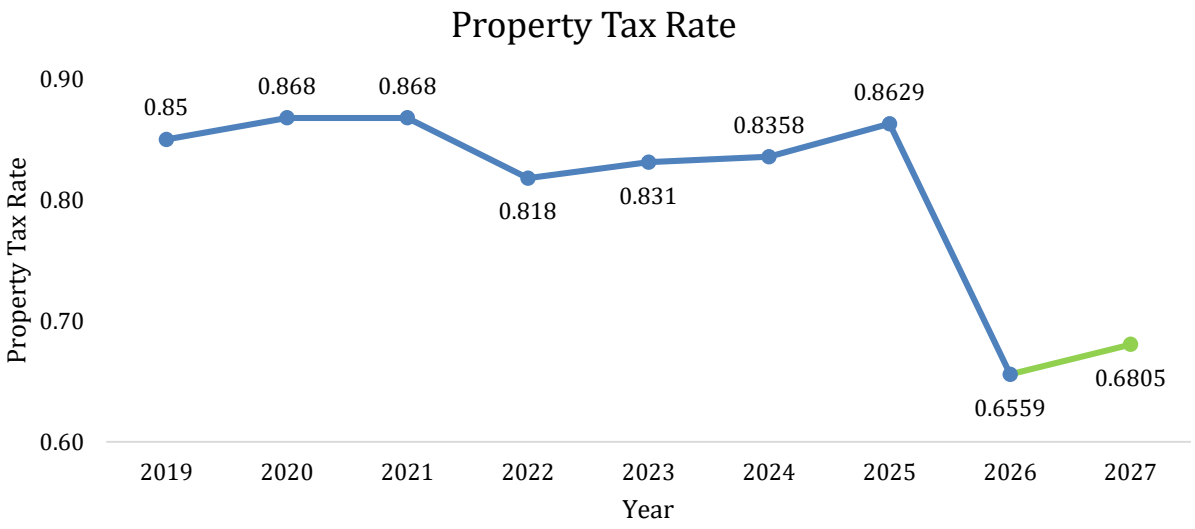
Real property taxes are levied on the assessed value of real estate owned by businesses, individuals, and public service corporations. Personal property taxes are levied on the assessed market value of tangible property such as vehicles, mobile homes, heavy equipment, machinery, and tools. Real property tax assessments are conducted by the County Assessor, while personal property assessments are conducted by the Commissioner of the Revenue. Both real and personal property taxes are levied on 100% of assessed market value. Rates are established per $100 of assessed value. The total tax base and tax rates for Orange County over the last 10 fiscal years are summarized below:

| Fiscal Year | Real Property | Personal Property | Public-Service Companies | Less Tax-Exempt Property | Total Assessed Value | Direct Tax Rate | Estimated Actual Market Value | Assessed Value as % of Actual Value |
|---|---|---|---|---|---|---|---|---|
| 2025 | 20,663,526,391 | 2,224,043,539 | 428,558,631 | 86,592,786 | 23,316,128,561 | 0.8629 | 36,177,080,777 | 64.45% |
| 2024 | 20,399,712,524 | 2,208,133,210 | 411,484,411 | 84,064,353 | 23,019,330,145 | 0.8353 | 31,984,397,417 | 69.47% |
| 2023 | 20,915,506,497 | 1,504,996,150 | 386,793,191 | 81,256,223 | 22,421,502,597 | 0.8312 | 27,353,303,156 | 81.97% |
| 2022 | 19,776,883,656 | 1,884,947,740 | 364,879,155 | 82,177,022 | 21,944,533,529 | 0.8187 | 22,233,569,938 | 98.70% |
| 2021 | 17,333,962,055 | 1,769,659,485 | 346,332,873 | 77,934,293 | 19,449,954,413 | 0.8679 | 21,885,849,476 | 88.87% |
| 2020 | 16,974,899,491 | 1,726,673,593 | 337,564,917 | 82,646,419 | 18,956,491,582 | 0.8679 | 21,116,733,410 | 89.77% |
| 2019 | 16,603,198,106 | 1,821,061,820 | 337,735,426 | 80,381,765 | 18,681,613,587 | 0.8504 | 20,299,482,328 | 92.03% |
| 2018 | 16,385,248,774 | 1,711,150,366 | 315,583,138 | 81,081,408 | 18,330,900,870 | 0.8377 | 19,247,060,972 | 95.24% |
| 2017 | 15,168,750,327 | 1,620,578,558 | 306,434,830 | 71,244,631 | 17,024,519,084 | 0.8780 | 19,932,700,016 | 85.41% |
| 2016 | 15,020,157,254 | 1,442,897,338 | 382,744,805 | 67,617,005 | 16,778,182,392 | 0.8780 | 19,676,536,170 | 85.27% |

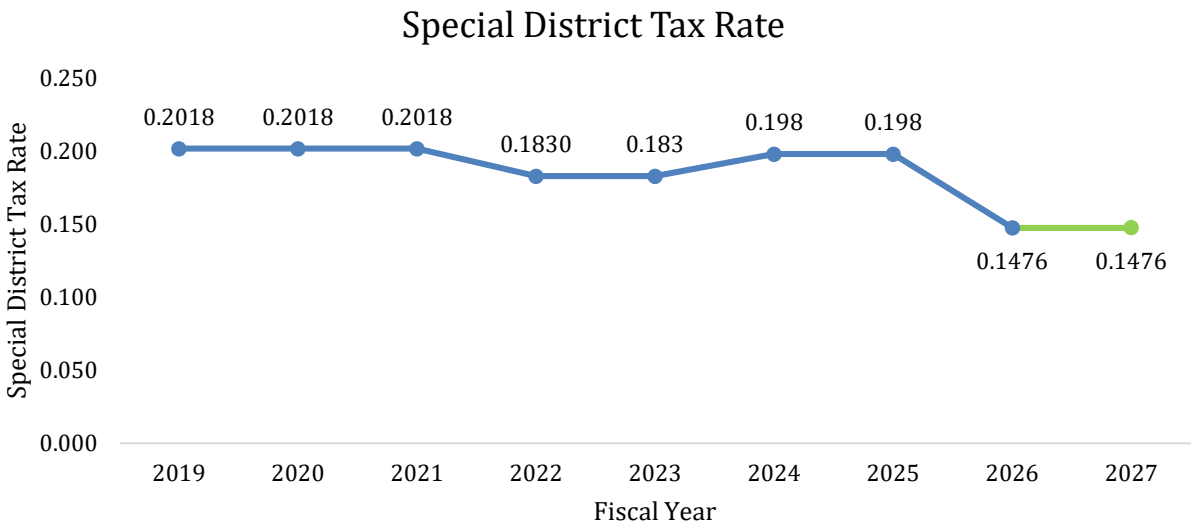
*Source: Orange County Comprehensive Annual Report for the Fiscal Year 2024-25*



There are two tax rates that are critical to the funding of our school district. These tax rates are managed and set by the Orange County Government during their annual budget adoption. The first rate to consider is the property tax rate (direct tax). The property rate is levied per $100 of assessed value of the property. It is the primary revenue source for the County comprising of over 70% of revenues in the General Fund. The table below shows the property tax rate trend since 2018:




The second critical funding source for the school district comes in the form of the Special District Tax. This tax is levied per $100 of assessed property value for tax payers located in the Chapel Hill-Carrboro City Schools District. The table below shows the Special District Tax rate trends since 2018:



## Changes in Personnel Resource Allocations

In the FY 2026-27 Adopted Budget, there are several previously enacted personnel changes that impacted the development of this budget's adoption. Faced with a difficult financial position, the District implemented a tiered reduction-in-force (RIF) plan to restructure various aspects and allotments across the District in FY 2024-25. Since then, the District has also experienced, and projects to continue to experience, significantly declining student enrollment. Much of the District's core funding is tied directly to student enrollment on a per pupil basis. As a result, the District has had to continue to adjust it's staffing to maintain fiscal health and sustainability in the face of these negative trends. The table below shows historical trends in various employee groups and the projected impact of the declining enrollment on the staffing numbers for FY2027:

| Year Ended June 30 | Audited 2023 | Audited 2024 | Audited 2025 | Budgeted 2026 | Proposed 2027 |
|---|---|---|---|---|---|
| Officials, Admins, Mgrs | 36 | 42 | 42 | 39 | 37 |
| Principals | 20 | 20 | 20 | 20 | 20 |
| Asst. Principals, Non-Teaching | 27 | 30 | 30 | 25 | 25 |
| Total Administrators | **83** | **92** | **92** | **84** | **82** |
| | | | | | |
| Elementary Teachers | 378 | 365 | 356 | 345 | 336 |
| Secondary Teachers | 178 | 192 | 189 | 171 | 163 |
| Other Teachers | 359 | 363 | 370 | 352 | 352 |
| Total Teachers | **915** | **920** | **915** | **868** | **851** |
| | | | | | |
| Guidance | 38 | 40 | 40 | 38 | 38 |
| Psychological | 13 | 3 | 11 | 14 | 13 |
| Librarian, Audiovisual | 37 | 37 | 36 | 30 | 30 |
| Consultant, Supervisor | 19 | 15 | 15 | 15 | 15 |
| Other Professionals | 164 | 169 | 185 | 169 | 160 |
| Total School-Based Support | **271** | **264** | **287** | **266** | **256** |
| | | | | | |
| **Total Professionals** | **1,269** | **1,276** | **1,292** | **1,218** | **1,189** |
| | | | | | |
| Teacher Assistants | 324 | 302 | 291 | 277 | 269 |
| Technicians | 18 | 18 | 16 | 14 | 14 |
| Clerical, Secretarial | 97 | 101 | 92 | 87 | 87 |
| Service Workers | 137 | 102 | 59 | 105 | 105 |
| Skilled Crafts | 21 | 22 | 22 | 23 | 23 |
| **Totals** | **1,866** | **1,821** | **1,772** | **1,724** | **1,687** |

*Source: FY 2025 CHCCS Comprehensive Annual Financial Report and District Estimates*

## Debt Obligations and Changes

The District maintains a very healthy financial obligation position by incurring low amounts of debt only when necessary. During FY 2024 the continuation of an installment purchase from Trinity 3 Holdings, LLC to provide each of our secondary students with Chromebooks resulted in the final payment of this obligation. This was a 4-year agreement totaling $3.44 million. The only remaining debt obligation as of June 30, 2025 was related to a financing contract with the State of North Carolina for the purchase of school buses. As of June 30, 2025, the District's total debt obligation for the buses purchased was $493,263.

| Year Ended June 30 | Installment Purchases | Total Debt Obligations | Per Capita |
|---|---|---|---|
| 2025 | $ 493,263 | $ 493,263 | N/A |
| 2024 | 134,332 | 134,332 | 0.88 |
| 2023 | 885,709 | 885,709 | 5.88 |
| 2022 | 1,767,560 | 1,767,560 | 11.75 |
| 2021 | 2,621,784 | 2,621,784 | 17.61 |
| 2020 | 194,468 | 194,468 | 1.30 |
| 2019 | 344,995 | 344,995 | 2.32 |
| 2018 | 362,825 | 362,825 | 2.48 |
| 2017 | 167,778 | 167,778 | 1.16 |
| 2016 | 597,416 | 597,416 | 4.21 |

*Source: FY 2024-5 Chapel Hill-Carrboro City Board of Education, North Carolina, Annual Comprehensive Financial Report*

*Note: This table is a ten-year schedule. However, current year county level annual population estimates are not released by the U.S. Census Bureau until the spring of the following year. Therefore, June 30, 2025 population-based information will be shown above as "N/A", and the information will be reported for the year ended June 30, 2024, if applicable.*

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# ORGANIZATIONAL SECTION




Chapel Hill – Carrboro City Schools
750 S Merritt Mill Road, Chapel Hill, NC 27516
Web Site: chccs.org
Prepared by the Business and Financial Services Division
(919) 967-8211

## Roadmap to the Organizational Section

The Organizational Section of this budget document details many important aspects of the District such as its organizational structure, its guiding principles, and more in-depth information about fiscal preparation and management. The section begins by covering the governance structure and the authority it has as a public-school district. After that, the structure of the District and the organization of primary officials around the District is detailed. Finally, it provides an in-depth view of how the budget is prepared, what shapes the budget, and how funds are managed after the budget is adopted. Though this information is all supplementary to the actual budget, it offers great insight into how the District is set up to achieve its stated goals and provide the high-quality education for which it strives. The overarching goal of this section is to provide a better understanding of the organization itself, before diving into the numbers of the Financial Section.

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## Governance Structure

The Chapel Hill-Carrboro City Schools Board of Education consists of seven members elected for staggered terms of four years. The Chair and Vice Chair are elected by a majority vote of the Board each year. The Superintendent serves as secretary to the Board. The Board of Education members are listed below:

Riza C. Jenkins, Board Chair

Barbara Fedders, Vice Chair

Meredith H. Ballew

Vickie Feaster Fornville

George W. Griffin

Melinda Manning

Board Member Vacancy

### Reporting Entity

The Chapel Hill-Carrboro City Board of Education is a separate governmental entity providing public elementary and secondary education [to include grades Pre-Kindergarten (Pre-K) through 12th Grade] to students of the Chapel Hill and Carrboro Townships in North Carolina. The Board has no tax levying authority or borrowing authority. The County levies taxes but cannot govern the Board's budget allocated for schools. The County levies all taxes and manages all debt related to the school system. The County does not share in any surpluses generated by the District nor is it required to finance any deficits of the school system. Consequently, the Board is not fiscally dependent on the County and is recognized as a primary government entity.

The Board receives State and Federal government funding and must comply with the legal requirements of each funding entity. North Carolina statute 115C-40 empowers the publicly elected Chapel Hill-Carrboro City Board of Education with general control and supervision of all matters pertaining to the schools in the system.

## Our Mission

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

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

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

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

*CHCCS commits to:*

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

**2. Fostering family and community engagement** by intentionally creating structures and processes that welcome and engage families and community as essential and active partners in major decisions in the educational process.

**3. Improving school climate** by leveraging diversity in its myriad forms to create schools where students, families, community members, and employees feel welcomed, valued, safe, supported, and where students and staff can perform to their personal bests without personal compromise. Recruit and retain teachers, staff and administration who are representative of the student population.

**4. Providing all students with personalized strategies**, resources, opportunities and a restorative mindset that capitalize on each student's current strengths and enhances their academic, social and emotional growth.

**5. Enhancing all employees' and Board members'** awareness and capacity around identifying and eradicating all gaps that exist and impede student success with a focus on culturally responsive teaching practices and cultural competencies towards social justice.

**6. Removing all barriers** that exist within systems, outdated practices, and policies that continue to hinder success for all students by utilizing the Racial Equity Impact Assessment.

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

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

# Strategic Plan 2022-2027



# THINK (AND ACT) DIFFERENTLY

## Equitable and Transparent Fiscal Stewardship and Operations

**Goal 1:** Create and maintain safe spaces where instructional excellence can occur.

**Goal 2:** Provide effective support services for students, staff, and the community through equitable allocation and distribution of resources using a tiered system of support model.

**Goal 3:** Timely, accurate reporting and transparent communication of Financial Information to the members of our community.

## Strengthening Family and Community Engagement

**Goal 1:** Design effective forms of school-to-home and home-to-school communications about school programs and student progress.

**Goal 2:** Provide information and ideas to families about how to promote the continuation of learning at home and in the community through learning, service, and enrichment activities.

**Goal 3:** Elevate diverse parents and caregivers as leaders and representatives, and include them in school and district-based decision-making.

## Portrait of a Graduate

Chapel Hill-Carrboro City Schools is committed to providing all of its students with the knowledge, experiences and opportunities necessary for them to develop the competencies required for success in school, the workforce, and in life.

**Skilled Communicator**

**I explore and exchange ideas with others.** I grow my understanding by actively listening to, honoring, and building on the voices of others, and I express my own understanding clearly, using a variety of formats depending on the purpose, audience, and setting. I continually look for opportunities to grow in this area.

**Effective Collaborator**

**I form partnerships with others.** I work with others to achieve common goals by building relationships, managing team dynamics, making shared decisions, and learning from and contributing to the learning of others.

**Critical Thinker**

**I analyze and synthesize ideas.** I make decisions by processing and evaluating information, seeking patterns and connections, constructing meaningful knowledge, and applying knowledge in authentic contexts.

**Adaptable Individual**

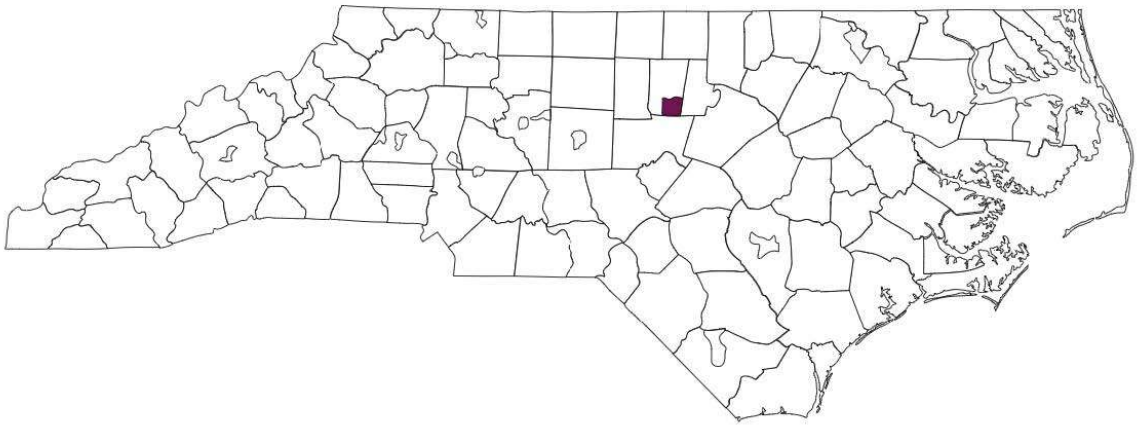
**I adjust to challenging conditions with agility and flexibility.** I work effectively in a climate of ambiguity and changing priorities.

**Ethical and Empathetic Citizen**

**I demonstrate sensitivity, concern, and respect for the experiences and feelings of others.** I act with key moral principles that include honesty, fairness, equity, and dignity.

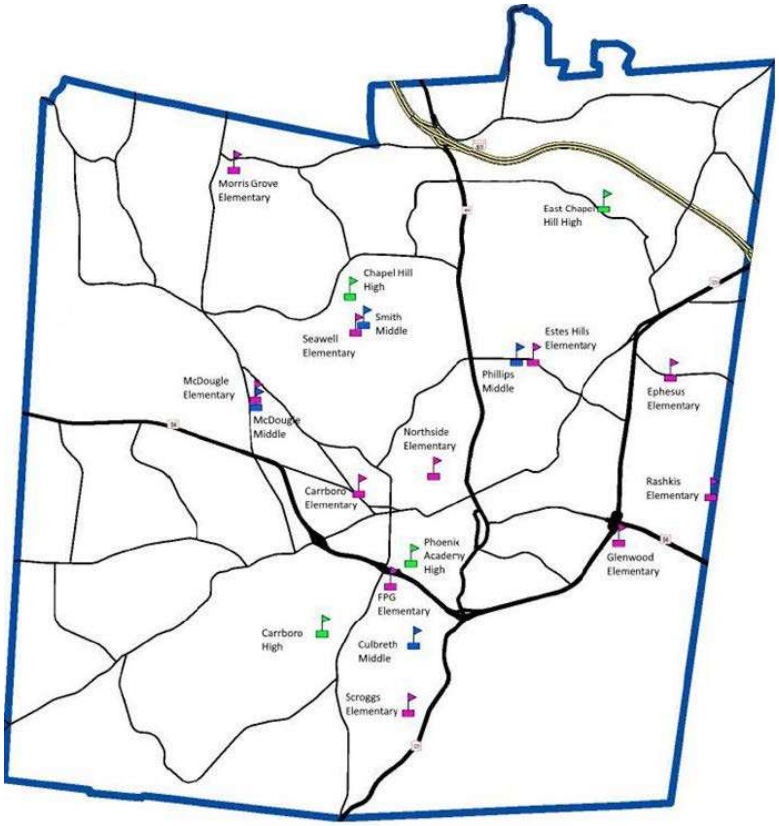
## Chapel Hill-Carrboro City School's Location

Chapel Hill-Carrboro City Schools (CHCCS) is one of two public school systems in Orange County, NC. CHCCS is located near the flagship campus of the University of North Carolina (UNC) and the world-renowned Research Triangle Park (RTP). The district operates three high schools, four middle schools, eleven elementary schools, a school for young people being treated at UNC Hospital and an alternative high school. These schools serve more than 10,000 students.



*Picture Source: https://www.ednc.org/district/chapel-hill-carrboro/

## Chapel Hill-Carrboro City Schools Building Locations



# Current Student Enrollment Totals

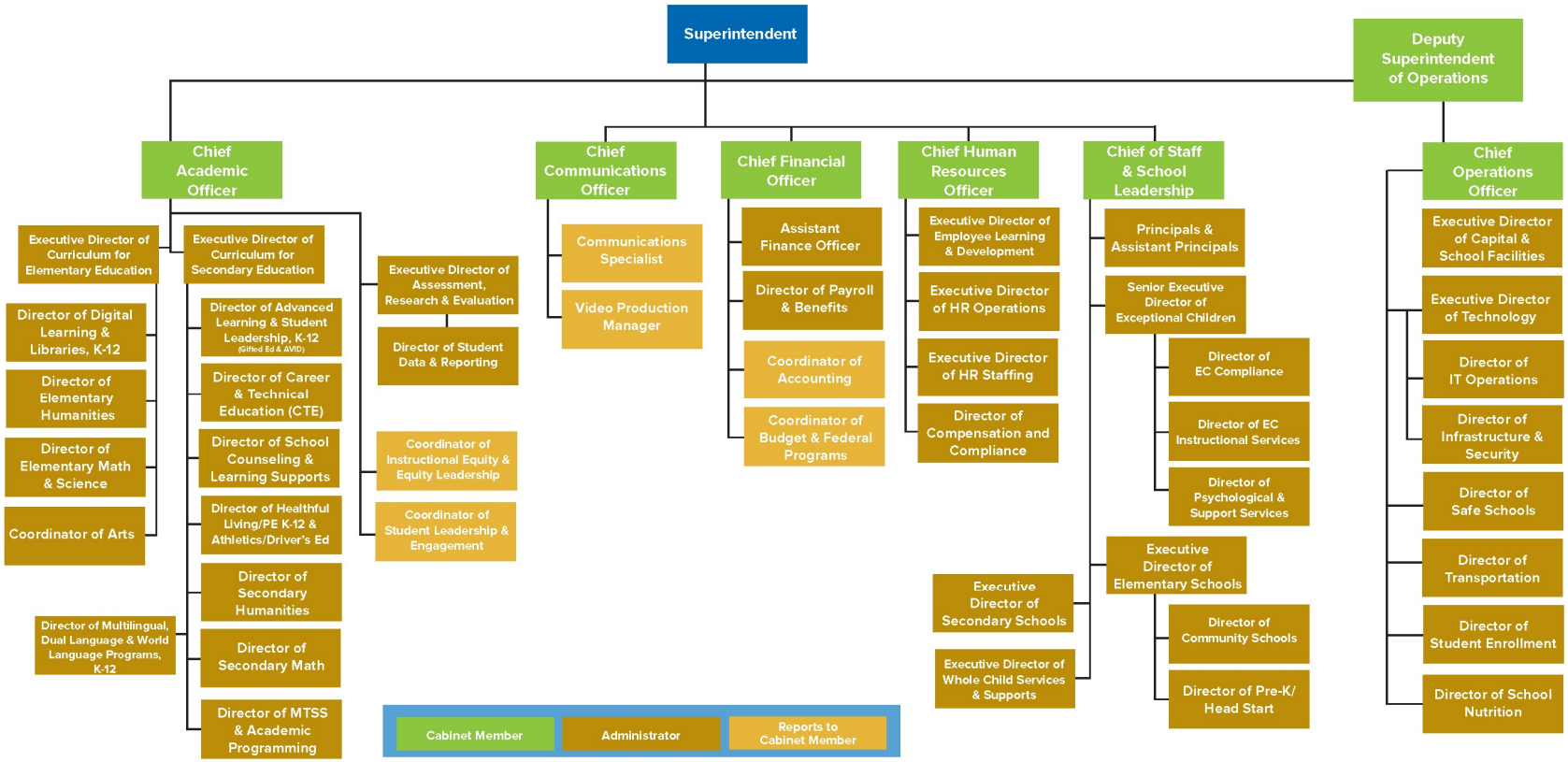
Student Enrollment is essential to projecting revenues and expenses during the budget development process. Since the budget cycle starts early in the calendar year, the budget is typically adopted using student enrollment projections. Then, once school begins, actual student enrollment counts are taken. The table below summarizes the official student enrollments at our 20 schools on the 10th day of the school year (September 4, 2026):

| Schools | KI | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Carrboro Elementary** | 65 | 61 | 73 | 72 | 81 | 78 | | | | | | | | **430** |
| **Ephesus Elementary** | 48 | 60 | 49 | 59 | 63 | 57 | | | | | | | | **336** |
| **Estes Hills Elementary** | 56 | 59 | 45 | 69 | 54 | 52 | | | | | | | | **335** |
| **FPG Elementary** | 83 | 85 | 80 | 86 | 82 | 67 | | | | | | | | **483** |
| **Glenwood Elementary** | 67 | 66 | 51 | 56 | 73 | 65 | | | | | | | | **378** |
| **McDougle Elementary** | 58 | 77 | 83 | 73 | 91 | 92 | | | | | | | | **474** |
| **Morris Grove Elementary** | 38 | 55 | 72 | 48 | 80 | 63 | | | | | | | | **356** |
| **Northside Elementary** | 45 | 48 | 51 | 57 | 57 | 58 | | | | | | | | **316** |
| **Rashkis Elementary** | 51 | 43 | 65 | 56 | 58 | 64 | | | | | | | | **337** |
| **Scroggs Elementary** | 34 | 36 | 51 | 48 | 74 | 60 | | | | | | | | **303** |
| **Seawell Elementary** | 31 | 39 | 50 | 43 | 68 | 75 | | | | | | | | **306** |
| **Culbreth Middle** | | | | | | | 206 | 189 | 183 | | | | | **578** |
| **McDougle Middle** | | | | | | | 201 | 247 | 216 | | | | | **664** |
| **Phillips Middle** | | | | | | | 165 | 207 | 225 | | | | | **597** |
| **Smith Middle** | | | | | | | 211 | 225 | 242 | | | | | **678** |
| **Carrboro High** | | | | | | | | | | 181 | 202 | 221 | 189 | **793** |
| **Chapel Hill High** | | | | | | | | | | 416 | 394 | 394 | 387 | **1,591** |
| **East Chapel Hill High** | | | | | | | | | | 310 | 385 | 328 | 333 | **1,356** |
| **Phoenix Academy High** | | | | | | | | | | 9 | 13 | 14 | 13 | **49** |
| **Total** | **576** | **629** | **670** | **667** | **781** | **731** | **783** | **868** | **866** | **916** | **994** | **957** | **922** | **10,360** |

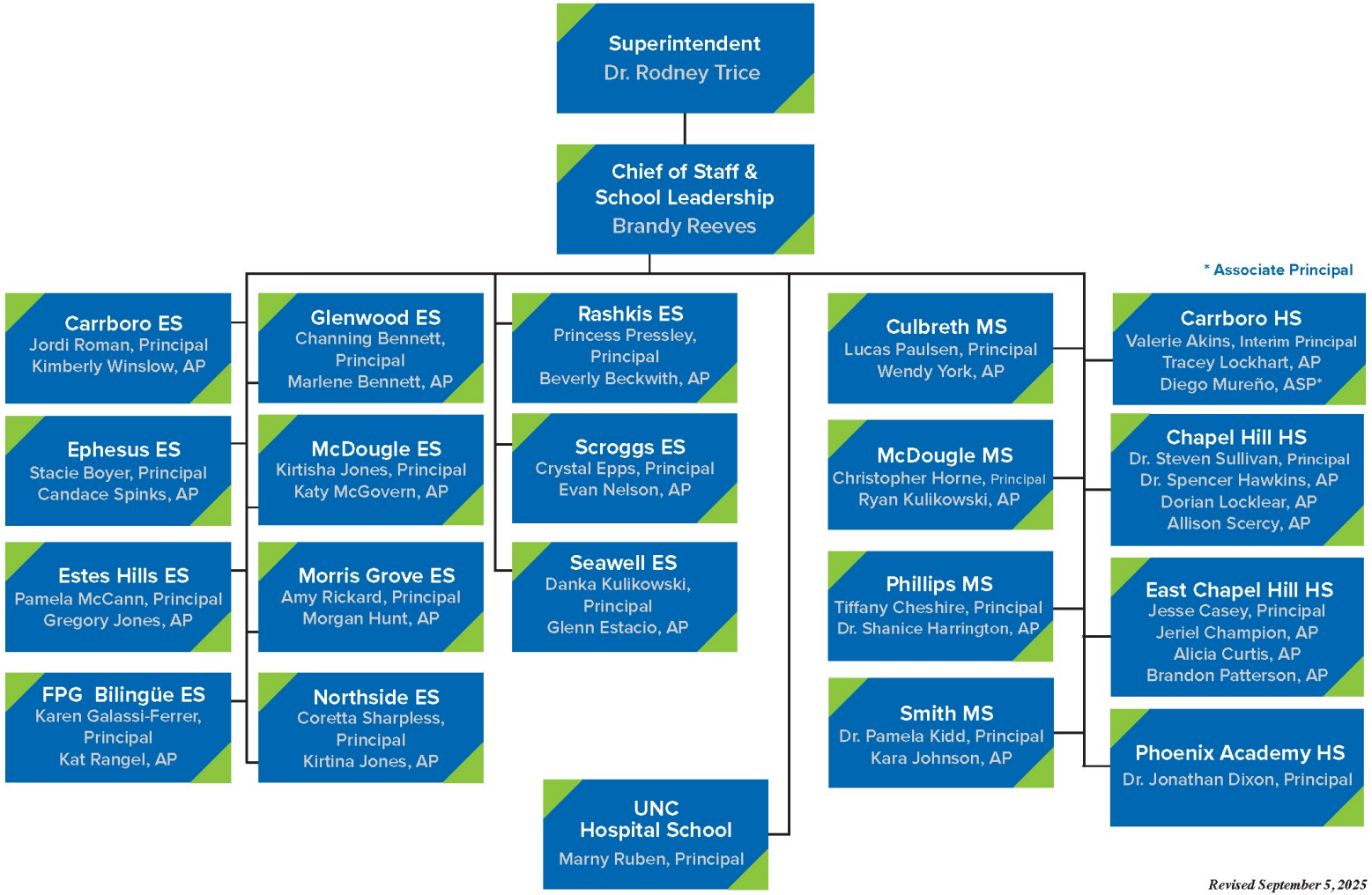
*Source: 10th day Enrollment by School Report for FY 2026-27 submitted to the North Carolina Department of Public Instruction (NCDPI)*
*Note: Pre-K/Head Start not included in any school or enrollment totals.*

# Organizational Charts

## Cabinet & Senior Leadership Team



# Principals, Associate Principals & Assistant Principals



# Basis of Accounting

The Board's funds are divided into governmental, proprietary, and fiduciary types. Each fund is a self-balancing set of accounts that are segregated for the purpose of carrying on specific activities in accordance with the law, good accounting practices, special regulations, or other limitations. Governmental fund types include general, special revenue, and capital projects. The enterprise funds: Child Nutrition and Child Care comprise the proprietary fund types. The agency fund comprises the fiduciary fund. Transactions are recorded following the standard U.S. Generally Accepted Accounting Principles (GAAP). District resources are allocated and accounted for based on the purpose for they which are to be spent. Provided below is a summary of how each account is classified:

## Classification of Revenues and Expenditures

District transactions are recorded and classified using the account code structure found in the North Carolina Department of Public Instruction's (NCDPI) Chart of Accounts (COA). The two types of transactions that can occur are revenue (money comes in) and expenditures (money goes out). Every transaction is recorded with an account code to match revenues with expenses so that the District can manage funds as they come in and out of the District. The structure of the account code used in a transaction classifies the revenue or expenditure by the purpose for which it is to be spent. The full account code structure and its meaning is described below:

### Account Code Structure

| Fund | Purpose | PRC | Object | Location | Use 1 | Use 2 | Grant Year |
|---|---|---|---|---|---|---|---|
| X | XXXX | XXX | XXX | XXX | XXX | XX | X |

Example: 1.5110.001.121.300.000.00.0

### Fund Codes

The Chart of Accounts uses six funds and one self-balancing group of accounts which we believe are appropriate for use by a local school administrative unit; however, other funds may be added as required. The Fund Codes are as follows:

**1 – State Public School Fund** – Appropriations for the current operating expenses of the public-school system from monies made available to the local school administrative unit by the Department of Public Instruction.

**2 – Local Current Expense Fund** – Appropriations for the current operating expenses of the local school administrative unit other than appropriations included in the State Public School Fund and the Federal Grant Fund. This shall include, but not be limited to, revenues from fines and forfeitures, county appropriations for current expenses, supplemental taxes levied for current expenses, state allocations.

**3 – Federal Grant Fund** – Appropriations for the expenditure of federal categorical grants made available through the Department of Public Instruction.

**4 – The Capital Outlay Fund** – Appropriations for:

a) The acquisition of real property for school purposes, including but not limited to school sites, playgrounds, athletic fields, administrative headquarters, and garages;
b) The acquisition, construction, reconstruction, enlargement, renovation, or replacement of buildings and other structures, including but not limited to buildings for classrooms and laboratories, physical and vocational educational purposes, libraries, auditoriums, gymnasiums, administrative offices, storage, and vehicle maintenance;
c) The acquisition or replacement of furniture and furnishings, instructional apparatus, data processing equipment, business machines, and similar items of furnishings and equipment;
d) The acquisition of school buses as additions to the fleet;
e) The acquisition of activity buses and other motor vehicles;
f) Such other objects of expenditures as may be assigned to the Capital Outlay Fund by the uniform budget format. The cost of acquiring or constructing a new building, or reconstructing, enlarging, or renovating an existing building, shall include the cost of all real property and interests in real property, and all plants, works, appurtenances, structures, facilities, furnishings, machinery, and equipment necessary or useful in connection therewith; financing charges; the cost of plans, specifications, studies, reports, and surveys; legal expenses; and all other costs necessary or incidental to the construction, reconstruction, enlargement, or renovation.

**5 – Multiple Enterprise Fund** – Revenues and expenditures for multiple enterprise accounts, as needed by the local school administrative units, to include PRC 035, Child Nutrition operations. Other enterprise accounts may optionally be included in Fund 5, such as Before/After School Care, PRC 701. Each enterprise account must have proper accounting structure and process, including all appropriate general ledger accounts as well as cash.

**6 – Trust and Agency Funds** – Revenues and expenditures for trust and agency funds as needed by the local school administrative unit to account for trust and agency arrangements such as endowments, funds of individuals held by the school finance officer, and special funds of individual schools.

**7 – Reserved for LEA or Charter School local use**.

**8 – Other Specific Revenue Fund** – Revenues from reimbursements, including indirect costs, fees for actual costs, tuition, sales tax revenues distributed using the ad valorem method pursuant to G.S. 105-472(b)(2), sales tax refunds, gifts and grants restricted as to use, trust funds, federal grants restricted as to use, federal appropriations made directly to local school administrative units, funds received for prekindergarten programs, and special programs and appropriated fund balances (revenues accruing to a school administrative unit in prior years but not yet expended).

**9 – Capital Assets** – A self-balancing group of accounts used to provide a record of fixed assets owned by the local school administrative unit except those accounted for in the Child Nutrition Fund.

**Purpose Codes**

Purpose means the reason for which something exists or is used. Purpose includes the activities or actions that are performed to accomplish the objectives of a local school administrative unit. For budgeting and accounting purposes, expenditures of a local school administrative unit are classified into five purposes as follows:

**5000** Instructional Services
**6000** System-Wide Support Services
**7000** Ancillary Services
**8000** Non-Programmed Charges
**9000** Capital Outlay

The "purpose dimension" is broken down into a function level at the second digit and, where appropriate, into a sub-function level at the third digit.

*A detailed list of purpose codes can be found in the Appendix

**Program Report Codes (PRC)**

A program report code (PRC) designates a plan of activities or funding designed to accomplish a predetermined objective. This dimension of program report codes allows the unit a framework for classifying expenditures by program to determine cost.

**PRC 001 – 299**: NCDPI defined State and Federal Fund codes
**PRC 300 – 399**: Federal Grants and Funding Sources Not Allotted by NCDPI
**PRC 400 – 499**: State Grants and Funding Sources Not Allotted by NCDPI
**PRC 500 – 599**: Local Grants and Donations
**PRC 600 – 699**: Local Special Revenue Sources
**PRC 700 – 799**: Tuition or Fee Funded Programs
**PRC 800 – 999**: Local Cost Centers

**Object Codes**

Object means the service or commodity obtained as a result of a specific expenditure. Seven major object categories are used in our Chart of Accounts.

**100** Salaries
**200** Employer Provided Benefits
**300** Purchased Services
**400** Supplies and Materials
**500** Capital Outlay
**600** Reserved for Future Use
**700** Transfers

These broad categories are subdivided to obtain more detailed information about objects of expenditures. Category numbers are not valid account codes, example 100, 200 etc..

### Location Codes

Location codes track location specific expenditures:

**300** Northside Elementary
**304** Carrboro Elementary
**310** Seawell Elementary
**311** Ephesus Elementary
**312** Estes Hill Elementary
**316** Frank Porter Graham Elementary
**320** Glenwood Elementary
**326** McDougle Elementary
**328** UNC Hospital School
**330** Scroggs Elementary
**334** Rashkis Elementary
**332** Morris Grove Elementary
**309** McDougle Middle
**322** Culbreth Middle
**324** Phillips Middle
**336** Smith Middle

**305** Carrboro High
**308** Chapel Hill High
**314** East Chapel Hill High
**338** Phoenix Academy

**810** Central Office

### Use Codes

Used internally to further distinguish different departments, projects, and specific uses around the District.

### Grant Year

The grant year segment is used to align the expenditures to the matching grant year. For example: in the code 3.5110.050.121.000.000.00.4 the ".4"would align the expenditure to grant year 2024.

## District Financial Structure

The accounts of the District are organized and operated on the basis of funds. A fund is an independent fiscal accounting entity with a self-balancing set of accounts that comprise its assets, liabilities, reserves, fund balance, revenues, and expenditures. The District, maintains 3 types of funds: Governmental, proprietary, and fiduciary.

The Board reports the following major governmental funds:

*General Fund*. The General Fund, or Local Current Expense Fund, is the general operating fund of the Board. The General Fund accounts for all financial resources except those that are accounted for in another fund.

*State Public School Fund*. The State Public School Fund includes appropriations from the Department of Public Instruction for the current operating expenditures of the public-school system.

*Federal Grants Fund*. The Federal Grants Fund includes appropriations from the U.S. Government for the current operating expenditures of the public-school system.

*Other Special Revenue Fund*. The Other Special Revenue Fund is used to account for gifts and grants restricted as to use, certain federal and state grants restricted as to use, federal and state appropriations made directly to local school administrative units, funds received for refunds, reimbursements and various special programs.

*Capital Outlay Fund*. The Capital Outlay Fund accounts for financial resources to be used for the acquisition and construction of major capital facilities (other than those financed by proprietary funds and trust funds). It is mandated by State law [G.S.115C-426]. Capital projects are funded by Orange County appropriations, restricted sales tax moneys, proceeds of county debt issued for public school construction, lottery proceeds as well as certain State assistance.

The Board reports the following nonmajor governmental fund:

*Individual Schools Fund*. The Individual Schools Fund includes revenues and expenditures of the activity funds of the individual schools. The primary revenue sources include funds held on the behalf of various clubs and organizations, receipts from athletic events, and proceeds from various fundraising activities. The primary expenditures are for athletic teams, club programs, activity buses, and instructional needs.

The Board reports the following major enterprise funds:

*School Food Service Fund*. The School Food Service Fund is used to account for the food service program within the school system.

*Child Care Fund*. The Child Care Fund is used to account for the afterschool care program within the school system, as well as revenues from the rental of school property.

The Board reports the following fiduciary fund:

*Agency Fund*. Agency funds are custodial in nature and do not involve the measurement of operating results. Agency funds are used to account for assets the Board holds on behalf of others. The Board maintains one agency fund, the Employee Flexible Spending Account, which accounts for monies voluntarily withheld from employees' wages to pay for child care and medical expenses not covered under the employees' medical insurance.

## FY 2026-27 Budget Development Calendar

| | |
|---|---|
| January 13, 2026 | Finance, Facilities, and Operations Committee Meeting |
| February 5, 2026 | Superintendent Presents Preliminary Budget Information to Board of Education |
| February 10, 2026 | Finance, Facilities, and Operations Committee Meeting |
| March 5, 2026 | Superintendent submits FY 2026-2027 Proposed Budget Request to the Board of Education |
| March 10, 2026 | Finance, Facilities, and Operations Committee Meeting |
| March 19, 2026 | Board of Education Budget Public Hearing and Work Session |
| April 14, 2026 | Finance, Facilities, and Operations Committee Meeting |
| April 9, 2026 | Board of Education Budget Work Session |
| April 16, 2026 | Board of Education approves the FY 2026-2027 Budget Request for submission to the Board of Orange County Commissioners |
| April 23, 2026 | Joint Meeting with Board of County Commissioners |
| May 12, 2026 | Finance, Facilities, and Operations Committee Meeting |
| May 12, 2026 | Board of Orange County Commissioners Budget Public Hearing |
| May 14, 2026 | Board of Orange County Commissioners Budget Work Session |
| May 21, 2026 | Board of Orange County Commissioners Budget Work Session |
| May 26, 2026 | Board of Orange County Commissioners Budget Work Session |
| May 28, 2026 | Board of Orange County Commissioners Budget Public Hearing |
| June 4, 2026 | Board of Orange County Commissioners adopt the FY 2026-2027 Local Fund and Capital Fund budgets |
| June 9, 2026 | Finance, Facilities, and Operations Committee Meeting |
| September 2026 | Board of Education approves Budget resolutions for all Fund Codes |

# Budget Development Policies and Regulations

Budget planning and preparation is critical to the development of a budget likely to further the educational goals of the Board and the State and to provide for the smooth operations of the school district.

**Board Policies that Guide Budget Development**

Policy 8100: Budget Planning and Adoption:

In recognition of the importance of the budget planning process, the budget planning for the Board and the Administration will include:

- Establishing the priorities of the school district, recognizing that providing students the opportunity to receive a sound basic education and improving student success will always be of paramount concern;
- considering long-range facilities plans, goals and objectives as established by the Board and school district when assessing the needs of the school district;
- integrating budget planning into program planning so that the budget may effectively express and implement all programs and activities of the school district
- seeking opportunities to communicate budget needs with the county commissioners on a regular basis, especially in regard to capital outlay;
- seeking broad participation by administrators, teachers, SGCs and other school district personnel and citizens;
- exploring all practical and legal sources of income;
- continually assessing the needs of the school district and the revenues and expenses; and
- identifying the most cost-effective means of meeting the school districts' needs.

Process

- The superintendent will prepare an annual operating budget and submit it with his or her budget message to the Board no later than the first Board meeting in April.
- On the same day that the operating budget is submitted to the Board, the superintendent will file a copy of it in his or her office, and make it available for public inspection until the budget resolution is adopted.
- The Board will hold at least one public hearing on the proposed operating budget prior to final action.
- The Board will consider the operating budget, make such changes therein as it deems advisable, and submit the entire budget as approved by the Board to the Board of county commissioners no later than May 15, or such later date as may be fixed by the Board of county commissioners.
- The Board of county commissioners must complete its action on the school budget on or before July 1, unless a later date is agreed upon by the Board of education and the Board of county commissioners.
- After the Board of county commissioners has appropriated funds and after the conclusion of any dispute regarding the appropriation, the Board of education will adopt a budget resolution pursuant to policy 8110 (Budget Resolution) and in compliance with legal requirements.

- The Superintendent will prepare an annual Capital Investment Plan (CIP) Budget that reflects the capital priorities for the district and submit it to the Board. The Board will consider the Superintendent's recommended budget, make such changes as it deems advisable, approve the budget request, and submit the CIP budget request to the county manager at a date fixed by the Board of county commissioners.

Fiscal Year

- The fiscal year of this administrative unit begins on July 1 and ends on June 30.

Budgets for Individual Schools

- The principal of each school, in conjunction with the School Improvement Team, will prepare and submit to the superintendent or designee an individual school budget detailing all revenues and expenditures anticipated for the school for each budget year. The budget will include both tax and non-tax revenue. Any school trust fund over $10,000.00 must have a budget approved by Superintendent or his designee.

Policy 8351: Local Current Expense Fund Balance:

- The District will make a good faith effort to maintain a level of unassigned fund balance that will ensure sufficient funds are available to address its cash flow needs. The targeted level of unassigned fund balance for cash flow purposes will be at a minimum of 5.5 percent of budgeted expenditures.

*All other Board policies relevant to Fiscal Management can be found at: Series 8000 – Fiscal Management

**Regulations that Govern the Budget Process**

In accordance with North Carolina General Statute (GS 115C – 428), the Superintendent shall prepare a budget for the ensuing year and submit to the local Board of Education no later than May 1. Before submitting the prepared budget, the Board of Education may choose to hold a public hearing at which time any persons who wish to be heard on the budget may appear. North Carolina LEAs are fiscally dependent on the local governing body, which in the District's case is the Orange County Board of County Commissioners. After consideration of the budget and the public hearing, the Board of Education will submit the budget to the Orange County Board of County Commissioners no later than May 15 (GS 115C – 429).

# Budget Development Process

The budget development process remains a critical function as the District seeks to balance financial constraints with the ongoing needs of students and educators. This year's process follows the standard stages: Gather, Evaluate, Prepare, Present, and Adopt. However, given the austere budget environment and the limited likelihood of increased funding, it is more important than ever to thoughtfully assess and advocate for essential resources to support public education.

The first step in this process is gathering information from all budget managers, including School Principals, Division and Department leaders, and the Superintendent. Despite financial limitations, the District is committed to ensuring that school-level voices are heard through this structured budget request process. Each leveled team was tasked with using a team budget request guiding worksheet to facilitate discussions on how to realign existing resources and address essential needs to maximize impact. This process also served as an opportunity to review local salary and non-salary allotment formulas, as well as to highlight capital needs that remain unmet.

## Financial Backdrop Considered During Budget Preparation

CHCCS enters FY 2026-27 from a stronger, but still evolving, financial position. The District continues to navigate declining enrollment, rising personnel and operating costs, and changes in State and local funding, while working to restore financial reserves following several years of structural imbalance. The FY 2026-27 budget includes approximately $5.6 million in continuation costs to maintain existing operations, while local operating revenues are projected to increase by nearly $3.0 million, primarily through additional County appropriation and supplemental district tax revenue. At the same time, the District's multi-year corrective actions have produced meaningful progress in rebuilding reserves, estimating approximately $3.8 million in unassigned fund balance projected at the conclusion of FY 2025-26. This improving financial position provides greater stability; however, continued enrollment decline and increasing costs reinforce the need for disciplined resource alignment and careful long-term planning as the District transitions from financial stabilization toward strategic realignment, reinvestment, and long-term sustainability.

Important framing concepts referenced during budget preparation:

- Any idea lifted up must be aligned with the strategic plan (link) and be directly correlated with a key strategic action item that is in the initial implementation stage or beyond the implementation stage.

- Budget items should also be evaluated through a forward-looking Academic Return on Investment (AROI) framework, ensuring that potential long-term student outcomes and cost savings are factored into decision-making.

**FY 2026-27 Capital Fund Budget Development**

The Capital Investment Plan (CIP) budget development follows a similar cadence with the budget development of the general fund. January and February consist of data and information gathering efforts to assess the District's capital and facility needs. School principals are given the opportunity to work with their School Improvement Teams (SITs) to create a capital request in conjunction with their general budget request. With the information gathered, the District's Operations team begins to prepare a preliminary CIP budget request. From there, the budget request goes through several iterations of work sessions with the Board of Education, Board of County Commissioners, and county staff. Once the official request is submitted in April, the BOCC conducts their own budget work sessions and public hearings regarding the CIP budget before adopting a final plan in June. The timeline for the FY 2026-27 CIP budget is included below:

| | |
|---|---|
| January 13, 2026 | Finance, Facilities, and Operations Committee Meeting |
| March 5, 2026 | Superintendent submits FY 2026-27 Proposed Budget Request to the Board of Education |
| April 16, 2026 | Board of Education approves the FY 2026-2027 Budget Request for submission to the Board of Orange County Commissioners |
| April 23, 2026 | Board of County Commissioners Budget Work Session - CIP |
| April 29, 2026 | Joint Meeting with Board of County Commissioners |
| May 12, 2026 | Annual Operating Budget and CIP Hearings (1) |
| May 14, 2026 | Budget/CIP Work Sessions (1) |
| May 21, 2026 | Budget/CIP Work Sessions (2) |
| May 26, 2026 | Budget/CIP Work Sessions (3) |
| May 28, 2026 | Annual Operating Budget and CIP Hearings (2) |
| June 4, 2026 | Board of Orange County Commissioners adopt the FY 2026-27 Local Fund and Capital Fund budgets |
| September, 2026 | Board of Education approves Budget resolutions for all Fund Codes |

## Budget Management and Administration

Chapel Hill-Carrboro City Schools is committed to obtaining, managing and using financial resources to further the goals of supporting a system of free public schools and to further the educational goals of the Board and the State. All decisions regarding the use of financial resources will be consistent with the Board's objective of providing all students with a sound basic education, as required by law.

The Board authorizes the Superintendent to transfer amounts not to exceed $100,000 from one budget appropriation to another within the same fund. The Superintendent or their designee must present for approval any such transfers at the meeting of the Board in the month following such transfers and such transfers must be entered in the minutes of that meeting. Amendments are required for any revisions that alter total expenditures of any fund or that change appropriations at the purpose level. All amendments must be approved by the Board. During the year, several amendments to the original budget are necessary. The budget ordinance must be adopted by July 1 of the fiscal year or the governing board must adopt an interim budget that covers that time until the annual ordinance can be adopted.

In recognition of the trust and responsibility placed with the Board to manage financial resources for the local educational program, the Board establishes the following standards:

1. The Board and all employees of the school system will manage and use available funds efficiently and effectively to meet the goals of the local Board and State.

2. Effective accounting, financial reporting, and management control systems will be designed, maintained, and periodically reviewed to (a) enable the Board and school system to have access to accurate, reliable, and relevant data; (b) provide assurance that school system obligations are paid in a timely manner and that accounts are not overspent; (c) provide assurance that funds and records are safeguarded at all times; and (4) permit audits and periodic reports adequate to show that those in charge have handled funds within legal requirements and in accordance with board policy.

3. The superintendent and finance officer shall keep the Board sufficiently informed regarding the budget through periodic financial statements showing the financial condition of the school system, other periodic reports, and any other appropriate means so that the Board can deliberate upon and evaluate the budget.

4. No moneys will be expended, regardless of the source (including moneys derived from federal, state, local, or private sources), except in accordance with the Board's budget resolution or amendments to the budget resolution. The Superintendent is authorized to transfer moneys from one appropriation to another within the same fund, subject to such limitations and procedures as may be prescribed by Board resolution or state or federal law or regulation. Any such transfers must be reported to the Board at its next regular meeting and recorded in the minutes.

5. All receipts and disbursements shall be accounted for according to generally accepted accounting principles for governmental entities.

6. Each employee responsible for handling school system funds or funds of individual schools shall comply with all applicable state and federal laws and regulations, board policies, administrative procedures, and any applicable procedures, requirements, or guidelines established by the finance officer.

7. Principals and school improvement teams must be familiar with state and local board requirements related to managing and using fiscal resources and must comply with these requirements in developing and implementing school improvement plans.

**Changes in Fiscal Management and Administration**

The District has implemented several general changes relating to fiscal management. The District's Business and Financial Services Division has continued to developed a strong professional development plan to invest in and grow the knowledge base of financial matters throughout the District. The structure of this plan contains monthly professional development time between Business and Financial Services Division, department bookkeepers, and school treasurers across the District. It also includes several opportunities for training new principals, veteran principals, and budget managers on financial matters relevant to their work. Outside of the focus on internal development, the Business and Financial Services Division has also committed to building relationships with external sources of professional development such as the North Carolina Association of Business Officials (NCASBO) and the Government Finance Officers Association (GFOA) so that our staff can utilize the extensive professional development opportunities offered by these organizations.

Beyond that, the Business and Financial Services Division has developed and implemented more widespread digitization of high-volume forms. For example, the Division has implemented a digital extra duty contract, utilized a digital employment contract for all summer school employees, and utilized a digital form to track position updates. This benefits the District in aligning with its sustainability goals and provides an easily accessible, permanent document trail should any of this information need review in the future. These procedural changes were set up to ensure compliance and increase efficiency in their various aspects of the fiscal management process for the District.

## Definitions of Sustaining Revenue Sources

The various sources of revenue that the District receives each year to sustain operations is included in the table below:

### Significant Sources of Revenue

| | |
|---|---|
| Bond and Note Proceeds | Include revenues received from Orange County out of the proceeds of bonds and notes sold for school purposes. Includes revenues from proceeds of School Literary Fund Notes. This revenue is actually the county appropriation from one or more bond funds, certificates of participation (COPS), and revenues received from the proceeds of installment purchases entered into by the county to acquire assets for the unit under the authority of G. S. 153A-158.1. |
| County Appropriation | Include revenues provided to the local school administrative unit by Orange County for general purposes pursuant to G.S. 115C-429 and G.S. 115C-437. |
| Federal Funds Revenue | Include revenues received through the Department of Public Instruction by way of deposits to the state level Unit Disbursing Account at the State Treasurer. |
| Fines and Forfeitures | Local Fund revenue received from Orange County. The sources of the revenue are the fines and forfeitures assessed by the Orange County Courts. |
| Fund Balance Appropriated | This code is used for budgetary purposes only. It records the amount of unexpended revenue from prior fiscal years which is being carried forward to balance the budget in the budget year pursuant to G.S. 115C-425. |
| Sales and Use Tax | Include revenues received from local government non-restricted sales tax sources. |
| State Public School Fund Revenue | Include revenues allocated via the allotment process (and appearing on the allotment report) by the Department of Public Instruction from which expenditures for current operations are made by writing a warrant on the State Treasurer. |
| Supplemental Tax - Current Year | Include revenues received from taxes levied on behalf of the local school administrative unit pursuant to G.S. 115C-511 for the current year. |

## Other Minor Miscellaneous Sources of Revenue

| | |
|---|---|
| ABC Commission Revenues | Include revenues received by the local school administrative unit from ABC Commission profits because of specific legal requirements applying to local ABC Commission boards. |
| Other Restricted Local Sources | Include revenues received from local sources for restricted purposes, which are not elsewhere classified. |
| Cellphone Tower Lease Revenue | The District maintains several minor lease agreements for cellphone towers on school property |
| Contributions and Donations | Include gifts, contributions, and donations received from private, nongovernmental sources. |
| Disposition of School Fixed Assets | Include revenues received from the sale or other disposition of school fixed assets. Includes the proceeds of the sale of school fixed assets, and revenues from the sale of scrap or salvage from school fixed assets. |
| Federal Revenue-Other Funds | Include revenues received directly from the federal government, or from other sources which are federally funded. These are funds which are not part of the allocation process from DPI, nor reflected on the DPI allotment form. |
| Indirect Cost Allocated | Include in the Local Current Expense Fund the amounts received from indirect cost allocations. Include in the Child Nutrition Fund the amount of indirect cost charged to a federal grant, but not reimbursed to Local Current Expense Fund. |
| Insurance Settle School Property | Include monies received in settlement of insurance claims, which arise out of the loss or destruction of school property that, under current law, would be purchased from the Capital Outlay Fund. |
| Miscellaneous Local Operating Revenues | Local Fund revenues that are small and miscellaneous in nature. |
| Paid Student Meal Supplement | Include revenues received from full pay supplements. |
| Reduced Student Meal Supplement | Include revenues received from reduced supplements. |
| Rental of School Property | Include revenues received for the use of school property by anyone other than the local school administrative unit. This includes fees received for use of school buildings for elections or other civic |

| | |
|---|---|
| | and public meetings as well as for rents received on longer-term leases of school real property. |
| Sales - Breakfast - Adults | Include revenues received from adult breakfasts. |
| Sales - Breakfast - Full Pay | Include revenues received from full pay breakfasts. |
| Sales - Lunch - Adults | Include revenues received from adult lunches. |
| Sales - Lunch - Full Pay | Include revenues received from full pay lunches. |
| Sales - Lunch - Reduced | Include revenues received from reduced lunches. |
| Sales - Other | Include other revenues received from sales not elsewhere classified |
| Sales - Supplemental Sales | Include revenues received from supplemental sales |
| State Allocated Restricted to Capital Outlay | Includes all revenues received from the Department of Public Instruction, and other state agencies for capital outlay. The specific program or area in which this revenue is being used must be indicated by PRC in order to designate the distinction of funding sources. |
| State Reimbursement for Breakfast | Include revenues received from state funds for reduced price breakfasts |
| Supplemental Tax - Prior Years | Include revenues received from taxes levied on behalf of the local school administrative unit pursuant to G.S. 115C-511 for prior fiscal years subject to the provisions of G.S. 159-27. |
| Textbooks | Include revenues received from the Department of Public Instruction for the purchase of textbooks. |
| Tuition & Fees - Regular | Local Fund revenue received from parents of students who attend CHCCS but live outside the District. The tuition is set each year to match the county and district tax revenues. |
| USDA Grant Summer Feeding Programs | Include revenues received from the Department of Public Instruction from the United States Department of Agriculture Grants - Summer Feeding Program for school food service. |
| USDA Grants - Commodities Used | This revenue represents the value of commodity foods used. |
| USDA Grants - Regular | Include revenues received from the Department of Public Instruction from the United States Department of Agriculture Grants - Regular for school food services. |

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# FINANCIAL SECTION




Chapel Hill – Carrboro City Schools
750 S Merritt Mill Road, Chapel Hill, NC 27516
Web Site: chccs.org
Prepared by the Business and Financial Services Division
(919) 967-8211

## Roadmap to the Financial Section

The financial section of this budget document was developed using a structure as laid forth by the Association of School Business Officials (ASBO). ASBO details the use of a pyramid approach in communicating the District's financials. This approach begins at a broad level and proceeds to drill down to provide further details as each level of the pyramid is addressed. The levels are designed as follows:

| | |
|---|---|
| **Level One** | **Summary of Total Budget** |
| | Total Revenues by Source |
| | Total Expenditures by Object |
| **Level Two** | **Summary of Data for all Operating Funds** |
| | Revenues by Source |
| | Expenditures by Object |
| | Expenditures by Purpose |
| **Level Three** | **Summary Data for Individual Funds** |
| | Revenues by Source |
| | Expenditures by Object |
| | Expenditures by Purpose |

As you will see, the Level One Data will provide a snapshot of the budget at the Fund level to provide an understanding of how each fund is a building block for the overall budget. The Level Two Data will break down the Operating Funds to the purpose and object level to provide an understanding of how the Operating Funds work together to further the education services provided by the District. The Level Three Data presents each individual (or "enterprise") fund and breaks down their data all the way to the purpose code. This provides an understanding of how each fund is used individually.

The use of this structure and level of detail serves to provide all users of the District's financial information with a better understanding of how the District uses the funds it receives to achieve the District's goals. It also serves to address the needs highlighted by the Board of Education's External Review to adopt a budget with enough detail to properly pre-audit all expenditures initiated by the District. Transparency, understandability, and the ability to be held accountable for financial decisions are essential to building trust between the District and the public.

# Summary Data for Total Budget

Actual FY 2023 – Projected FY 2030

Revenues by Source and Expenditures by Object (Level One Data)

## Total Budget (All Funds)

| | Final FY 2023 | Final FY 2024 | Final FY 2025 | Final FY 2026 | Budgeted FY 2027 |
|---|---|---|---|---|---|
| **Revenues** | | | | | |
| Revenues from State Sources | $ 83,192,927 | $ 84,088,657 | $ 84,417,431 | 84,311,438 | 87,108,569 |
| Revenues from Federal Sources | 20,354,315 | 15,219,166 | 12,076,445 | 11,537,699 | 7,046,780 |
| Revenues from Local Sources | 119,233,165 | 124,902,216 | 125,488,078 | 136,188,719 | 163,806,371 |
| Transfers in/Fund Balance Appropriated | 7,814,966 | 6,400,630 | 642,515 | 86,046 | - |
| **Total Revenues** | **$ 230,595,373** | **$ 230,610,669** | **$ 222,624,469** | **232,123,902** | **257,961,720** |
| | | | | | |
| **Expenditures** | | | | | |
| (100) Salaries | $ 124,058,669 | $ 122,412,303 | $ 119,232,460 | 117,791,043 | 119,157,098 |
| (200) Employer Provided Benefits | 44,838,282 | 50,919,399 | 49,898,563 | 50,769,239 | 51,288,623 |
| (300) Purchased Services | 23,629,065 | 24,825,444 | 25,144,246 | 29,451,664 | 25,195,041 |
| (400) Supplies and Materials | 13,755,386 | 12,157,252 | 10,350,276 | 18,627,405 | 7,929,885 |
| (500) Capital Outlay | 23,275,442 | 19,027,439 | 16,630,891 | 13,965,553 | 52,891,073 |
| (700) Transfers out | 1,038,529 | 1,268,831 | 1,368,034 | 1,519,000 | 1,500,000 |
| **Total Expenditures** | **$ 230,595,373** | **$ 230,610,669** | **$ 222,624,469** | **232,123,904** | **257,961,720** |

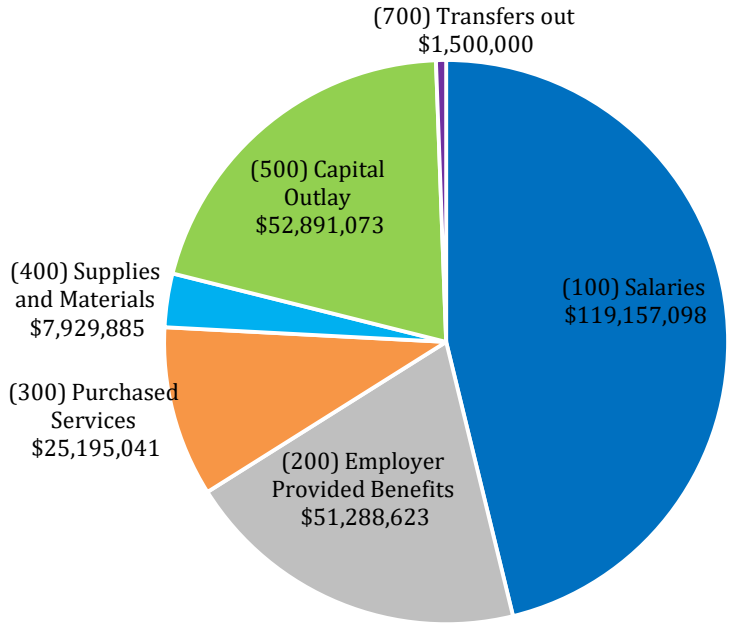
# FY 2027-FY 2030 Total Budget Forecast (Trend Analysis)

| | Budgeted FY 2027 | Linear Regression Projection FY 2028 | Linear Regression Projection 2029 | Linear Regression Projection FY 2030 |
|---|---|---|---|---|
| **Revenues (by Source)** | | | | |
| Revenues from State Sources | 87,108,569 | $ 87,040,024 | $ 87,845,430 | $ 88,650,837 |
| Revenues from Federal Sources | 7,046,780 | 4,157,920 | 1,128,266 | (1,901,388) |
| Revenues from Local Sources | 163,806,371 | 164,053,584 | 174,096,876 | 184,140,167 |
| Transfers in/Fund Balance Appropriated | - | - | - | - |
| **Total Revenues** | **257,961,720** | **$ 255,251,528** | **$ 263,070,572** | **$ 270,889,617** |
| | | | | |
| **Expenditures (by Object)** | | | | |
| (100) Salaries | 119,157,098 | $ 116,202,994 | $ 114,760,554 | $ 113,318,114 |
| (200) Employer Provided Benefits | 51,288,623 | 53,367,978 | 54,643,030 | 55,918,082 |
| (300) Purchased Services | 25,195,041 | 27,976,544 | 28,752,361 | 29,528,178 |
| (400) Supplies and Materials | 7,929,885 | 11,009,786 | 10,491,701 | 9,973,616 |
| (500) Capital Outlay | 52,891,073 | 41,408,892 | 46,825,830 | 52,242,768 |
| (700) Transfers out | 1,500,000 | 1,690,812 | 1,808,123 | 1,925,434 |
| **Total Expenditures** | **257,961,720** | **$ 251,657,006** | **$ 257,281,599** | **$ 262,906,192** |

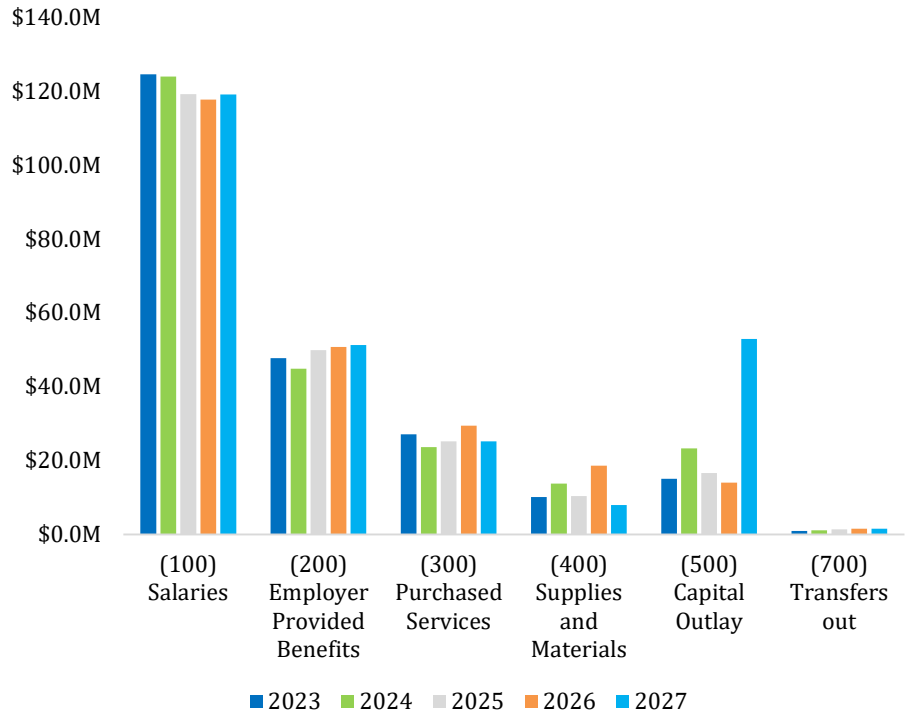
**Note:** These forecasts are strictly based on the statistical forecasting method of linear regression forecasting. This method does not account for external forces or qualitative data that may impact future funding levels. Therefore, these forecasts are not a prediction of the future but rather a deeper analysis of current funding and spending trends. For example, revenues with a linear forecast growing faster than the expenditures linear forecast would indicate sustainable spending trends. The opposite may indicate current spending trends are unsustainable. Both instances require more information and deeper analysis to be used in decision making processes.

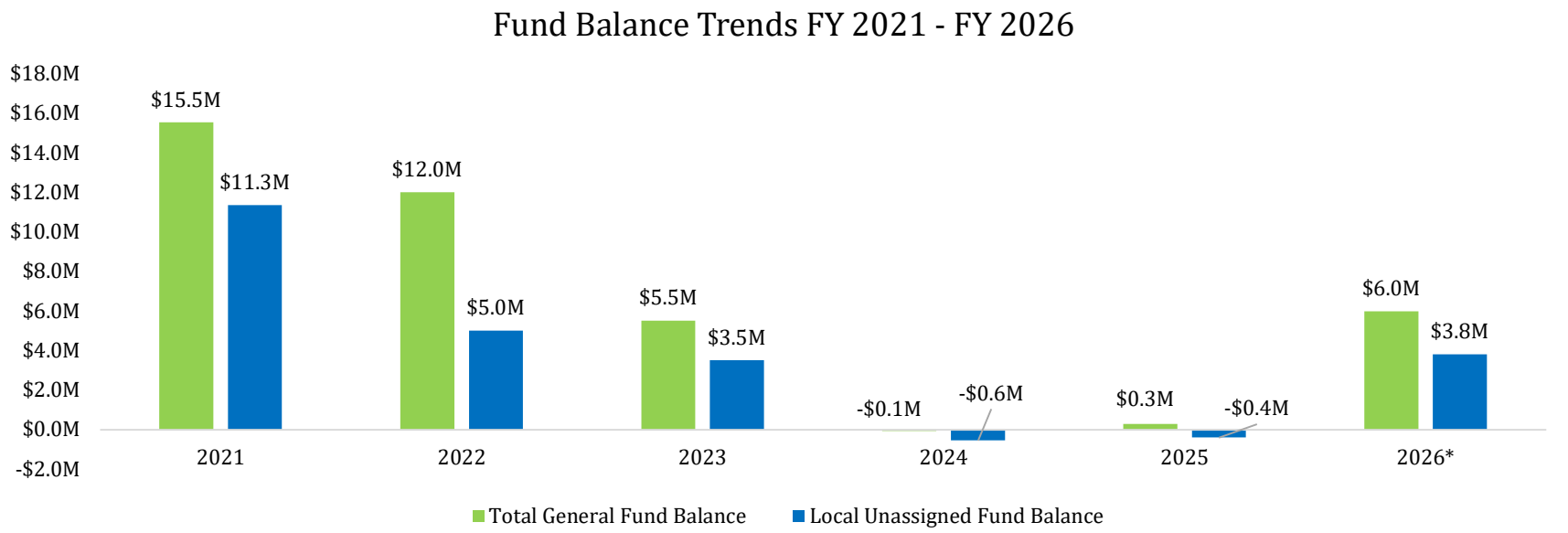
# FY 2023-FY 2027 Total Budgeted Expenditure Analysis

## FY2027 Total Budgeted Expenditures by Object




## 5 Year Expenditure Trends by Object






**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.*

Budget Commentary:

The district's budget data above shows several notable trends across the several fiscal years presented. On the revenue side, total revenues maintain a relatively stable growth on the surface but a closer analysis shows a shift in composition. Looking at current trends, State and Federal revenues have continued to gradually decline, while local revenues have steadily increased. This highlights a noteworthy concern that Local revenues continue to bear an increasing burden to deliver the same services. On the expenditure side, salaries and benefits continue to make up the majority of spending, though salaries now show a downward trend while benefits trend slightly upward. This reflects the District's move to reduce spending (with most of the impact shown in salaries) while the matching employer benefit rates continue to increase year over year. Forecasts through FY 2030 suggest that expenditures grow more slowly than revenues, indicating improving sustainability if trends hold. The Fund Balance Trend visual shows the District was able to add funds back into its fund balance in FY 2025 and FY 2026. This indicates that at current spending levels, the structural deficit present in the last several fiscal years has been eliminated. Overall, the District appears to be transitioning toward heavier reliance on local funding while maintaining relatively stable expenditure patterns dominated by personnel costs.

# Summary Data for Operating Funds

Actual FY 2023 – Projected FY 2030
Revenues by Source and Expenditures by Object and Purpose (Level Two Data)

# State Public School Fund

| | Final FY 2023 | Final FY 2024 | Final FY 2025 | Final FY 2026 | Budgeted FY 2027 |
|---|---|---|---|---|---|
| **Revenues (by Source)** | | | | | |
| Revenues from State Sources | $ 80,068,737 | $ 82,945,174 | $ 83,322,030 | $ 82,622,471 | $ 86,158,569 |
| Revenues from Federal Sources | - | - | - | - | - |
| Revenues from Local Sources | - | - | - | - | - |
| Transfers in/Fund Balance Appropriated | - | - | - | - | - |
| **Total Revenues** | **$ 80,068,737** | **$ 82,945,174** | **$ 83,322,030** | **$ 82,622,471** | **$ 86,158,569** |
| | | | | | |
| **Expenditures (by Object)** | | | | | |
| (100) Salaries | $ 54,067,450 | $ 55,340,861 | $ 56,155,704 | $ 56,055,647 | $ 57,991,844 |
| (200) Employer Provided Benefits | 21,641,405 | 23,117,687 | 23,377,400 | 23,688,038 | 25,174,585 |
| (300) Purchased Services | 1,792,372 | 1,770,683 | 1,948,159 | 1,635,285 | 1,555,440 |
| (400) Supplies and Materials | 2,043,389 | 2,249,494 | 1,701,527 | 1,162,754 | 1,436,700 |
| (500) Capital Outlay | 524,121 | 466,449 | 139,240 | 80,747 | - |
| (700) Transfers out | - | - | - | | |
| **Total Expenditures** | **$ 80,068,737** | **$ 82,945,174** | **$ 83,322,030** | **$ 82,622,471** | **$ 86,158,569** |

| | Final FY 2023 | Final FY 2024 | Final FY 2025 | Final FY 2026 | Budgeted FY 2027 |
|---|---|---|---|---|---|
| **Revenues (by Source)** | | | | | |
| Revenues from State Sources | $80,068,767 | $82,945,174 | $83,322,030 | $82,622,471 | $86,158,569 |
| Revenues from Federal Sources | - | - | - | - | - |
| Revenues from Local Sources | - | - | - | - | - |
| Transfers in/Fund Balance Appropriated | - | - | - | - | - |
| **Total Revenues** | **$80,068,767** | **$82,945,174** | **$83,322,030** | **$82,622,471** | **$86,158,569** |
| | | | | | |
| **Expenditures (by Purpose)** | | | | | |
| 5110-Regular Curricular Services | $36,135,825 | $36,229,930 | $36,690,395 | $35,859,406 | $36,668,954 |
| 5116-Homebound/Hospitalized Curricular Services | 711,472 | 684,379 | 680,373 | 756,927 | 56,114 |
| 5120-CTE Curricular Services | 4,390,645 | 4,781,137 | 4,724,212 | 4,669,062 | 5,191,032 |
| 5132-Cultural Arts Curricular Services | 3,720,684 | 3,614,243 | 4,052,604 | 4,221,535 | 4,585,413 |
| 5133-Physical Education Curricular Services | 2,687,080 | 2,782,008 | 2,701,678 | 2,651,359 | 3,112,923 |
| 5134-Foreign Language Curricular Services | 3,280,209 | 3,883,519 | 3,620,368 | 3,903,370 | 4,189,042 |
| **Total 5100 - Regular Instructional Services** | **50,925,914** | **51,975,216** | **52,469,630** | **52,061,658** | **53,803,477** |
| | | | | | |
| 5210-Children with Disabilities Curricular Services | 7,829,025 | 8,388,095 | 9,682,559 | 10,096,254 | 10,331,954 |
| 5220-CTE Children with Disabilities Curricular Services | 230,268 | 199,446 | 212,511 | 145,309 | 152,828 |
| 5240-Speech & Language Pathological Services | 684,764 | 712,782 | 742,403 | 829,991 | 954,222 |
| 5260-Academically/Intellectually Gifted Curricular Services | 1,178,727 | 1,255,591 | 1,221,002 | 1,229,283 | 1,092,136 |
| 5270-LEP Services | 2,429,738 | 2,301,818 | 2,252,747 | 2,361,852 | 2,658,005 |
| **Total 5200 - Special Population Services** | **12,352,521** | **12,857,732** | **14,111,222** | **14,662,689** | **15,189,145** |
| | | | | | |
| 5310-Alternative Instructional Services K-12 | 948,602 | 1,015,446 | 1,014,334 | 879,259 | 701,473 |
| 5320-Attendance & Social Work Services | 1,352,020 | 1,377,820 | 1,181,193 | 1,163,901 | 1,492,850 |
| 5330-Remedial & Suppl K-12 Services | 602,957 | 574,040 | 274,635 | 254,012 | 104,975 |
| 5353-Summer School Instruction | 369,818 | 119,626 | 17,120 | 80,053 | - |
| 5360-Extended Learning (SELREP) | 365,083 | 390,362 | 412,495 | 265,309 | 360,324 |
| **Total 5300 - Alternative Program Services** | **3,638,479** | **3,477,294** | **2,899,777** | **2,642,534** | **2,659,622** |
| | | | | | |
| 5404-School Building Support Staff | - | - | 79 | 104 | - |
| 5410-School Principal | 1,934,684 | 2,507,958 | 2,625,109 | 2,401,825 | 2,656,272 |
| 5420-School Assistant Principal | 1,473,087 | 980,802 | 1,066,874 | 1,283,546 | 1,265,046 |
| **Total 5400 - School Leadership Services** | **3,407,771** | **3,488,760** | **3,692,062** | **3,685,475** | **3,921,318** |

| | | | | | |
|---|---|---|---|---|---|
| 5810-Educational Media Services | 360,278 | 208,541 | 186,103 | 279,212 | 218,215 |
| 5820-Attendance - Social Work Services | 214,349 | 237,171 | 251,081 | 279,905 | 284,149 |
| 5830-Guidance Services | 1,269,142 | 1,824,509 | 1,653,022 | 1,492,641 | 2,178,189 |
| 5840-Health Services | 929,869 | 808,917 | 111,103 | 36,918 | 42,245 |
| 5850-Safety and Security Support Services | 539,036 | 525,549 | 153,589 | - | - |
| 5860-Instructional Tech Services | 149,443 | 419,204 | 294,499 | 79,936 | 185,690 |
| 5870-Staff Development | - | - | - | 56,573 | - |
| **Total 5800 - School-Based Services** | **3,462,118** | **4,023,891** | **2,649,397** | **2,225,185** | **2,908,488** |
| | | | | | |
| 6110-Regular Curricular Support | 20,532 | - | 222,185 | 241,518 | 320,328 |
| 6120-CTE Curricular Support and Development Services | 209,198 | 182,972 | 237,588 | 253,000 | - |
| **Total 6100 - Support and Development Services** | **229,731** | **182,972** | **459,773** | **494,518** | **320,328** |
| | | | | | |
| 6300-Alternative Programs and Services Support Services | - | - | - | 16,018 | - |
| **Total 6300 - Alternative Programs Support and Development Services** | **-** | **-** | **-** | **16,018** | **-** |
| | | | | | |
| 6400-Technology Support Services | 213,928 | 422,002 | 172,722 | 170,200 | 128,523 |
| **Total 6400 - Technology Support Services** | **213,928** | **422,002** | **172,722** | **170,200** | **128,523** |
| | | | | | |
| 6540-Custodial/Housekeeping Serv | 2,796,513 | 2,926,805 | 3,033,177 | 2,792,341 | 3,157,760 |
| 6550-Transportation of Pupils | 2,311,658 | 2,805,167 | 3,047,942 | 3,078,060 | 3,303,568 |
| **Total 6500 - Operational Support Services** | **5,108,171** | **5,731,972** | **6,081,119** | **5,870,401** | **6,461,328** |
| | | | | | |
| 6611-Financial Office | 150,614 | 157,610 | 160,975 | 161,773 | 168,525 |
| **Total 6600 - Financial and Human Resource Services** | **150,614** | **157,610** | **160,975** | 161,773 | **168,525** |
| | | | | | |
| 6941-Office of The Superintendent | 117,992 | 200,379 | 219,136 | 212,223 | 221,815 |
| 6942-Asst. Supt. For Instruction | 258,040 | 224,352 | 240,950 | 151,065 | 201,014 |
| 6943-Asst. Supt. For Support Services | 152,074 | 160,073 | 163,918 | 228,310 | 174,987 |
| **Total 6900 -Policy, Leadership, and Public Relations Services** | **528,106** | **584,804** | **624,004** | **591,598** | **597,816** |

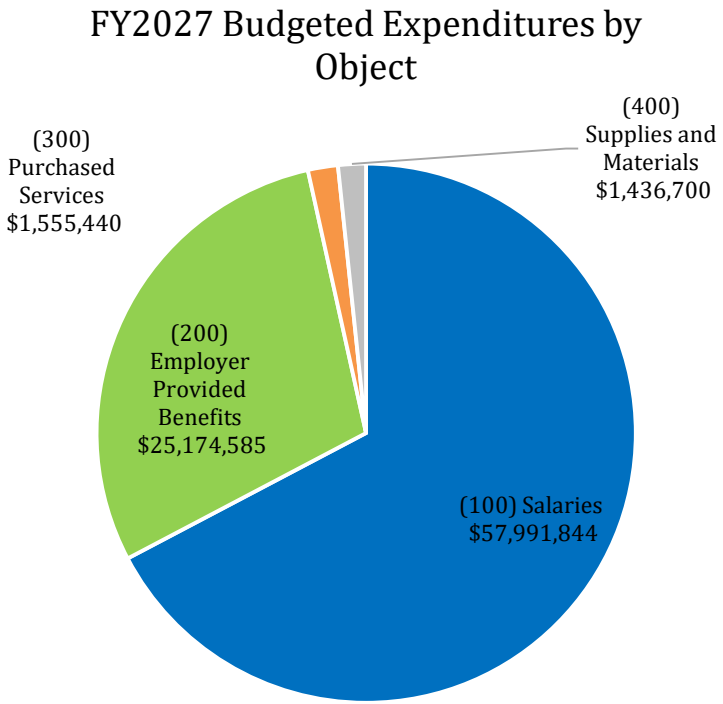
| | | | | | |
|---|---|---|---|---|---|
| 7200-Nutrition Services | 51,383 | 42,921 | 1,349 | 45,159 | - |
| **Total 7200 - Nutrition Services** | **51,383** | **42,921** | **1,349** | **45,159** | **-** |
| | | | | | |
| **Total Expenditures** | **$80,068,767** | **$82,945,174** | **$83,322,030** | **$82,627,209** | **$86,158,569** |

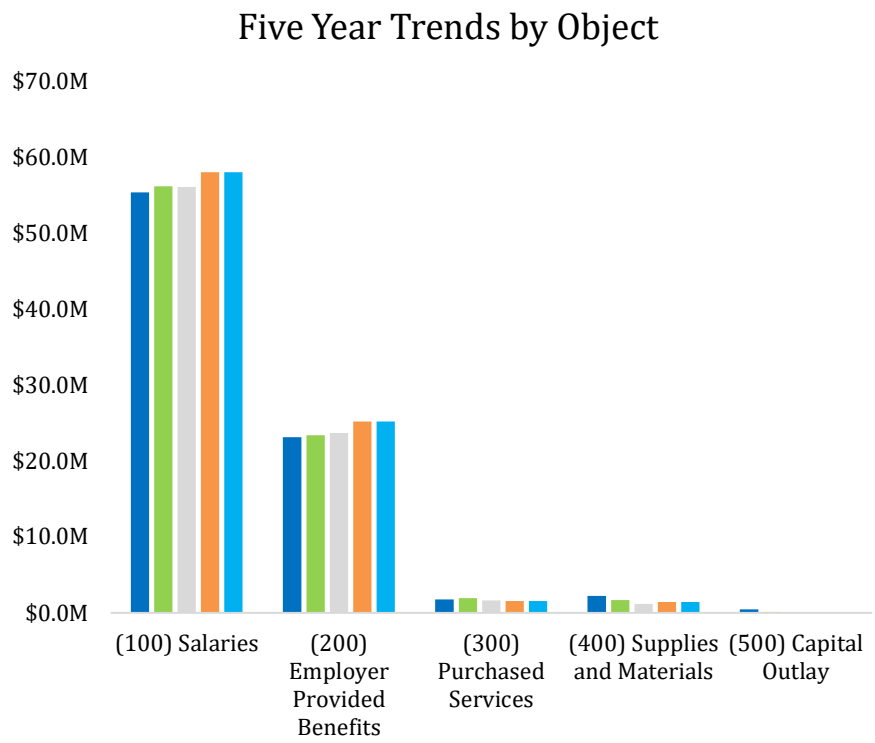
# FY 2027-FY 2030 State Public School Fund Forecast (Trend Analysis)

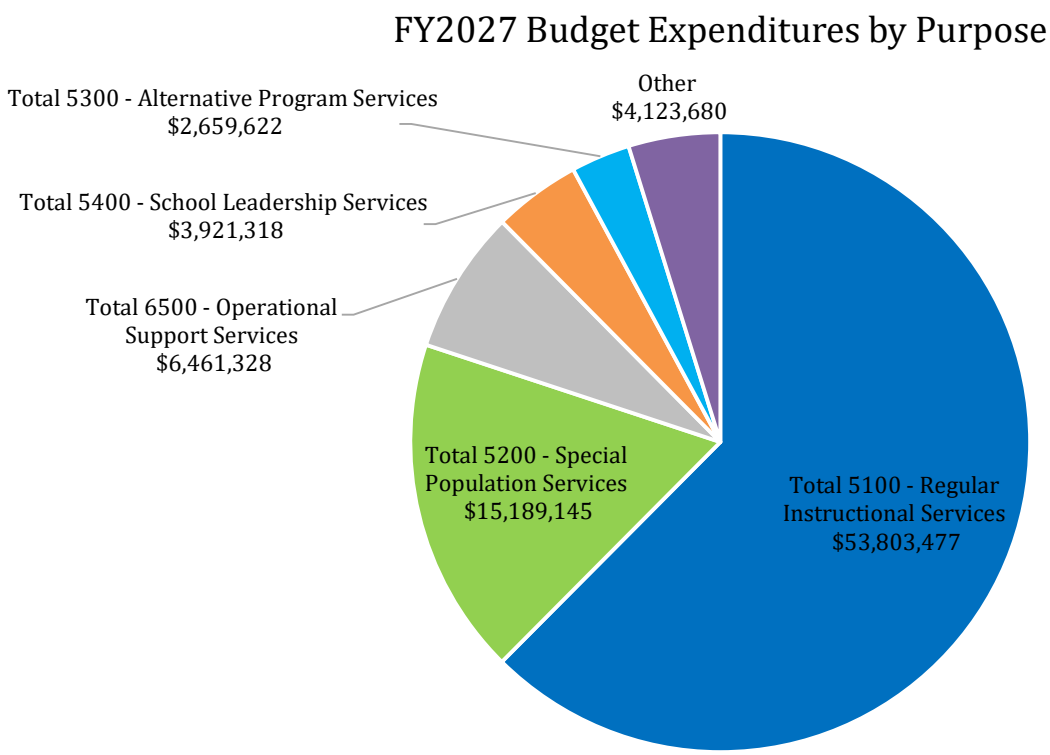
| | Budgeted FY 2027 | Linear Regression Projection FY 2028 | Linear Regression Projection 2029 | Linear Regression Projection FY 2030 |
|---|---|---|---|---|
| **Revenues (by Source)** | | | | |
| Revenues from State Sources | $ 86,158,569 | $ 80,209,636 | $ 79,703,090 | $ 79,196,543 |
| Revenues from Federal Sources | - | - | - | - |
| Revenues from Local Sources | - | - | - | - |
| Transfers in/Fund Balance Appropriated | - | - | - | - |
| **Total Revenues** | **$ 86,158,569** | **$ 80,209,636** | **$ 79,703,090** | **$ 79,196,543** |
| | | | | |
| **Expenditures (by Object)** | | | | |
| (100) Salaries | $ 57,991,844 | $ 54,485,742 | $ 54,141,813 | $ 53,797,884 |
| (200) Employer Provided Benefits | 25,174,585 | 22,956,785 | 22,986,283 | 23,015,782 |
| (300) Purchased Services | 1,555,440 | 1,611,701 | 1,614,967 | 1,618,232 |
| (400) Supplies and Materials | 1,436,700 | 1,155,408 | 960,027 | 764,645 |
| (500) Capital Outlay | - | - | - | - |
| (700) Transfers out | - | - | - | - |
| **Total Expenditures** | **$ 86,158,569** | **$ 80,209,636** | **$ 79,703,090** | **$ 79,196,543** |

**Note:** These forecasts are strictly based on the statistical forecasting method of linear regression forecasting. This method does not account for external forces or qualitative data that may impact future funding levels. Therefore, these forecasts are not a prediction of the future but rather a deeper analysis of current funding and spending trends. For example, revenues with a linear forecast growing faster than the expenditures linear forecast would indicate sustainable spending trends. The opposite may indicate current spending trends are unsustainable. Both instances require more information and deeper analysis to be used in decision making processes.

# FY 2023-FY 2027 State Public School Fund Budgeted Expenditure Analysis






Budget Commentary:
The State Public School Fund is a critical part of the District's total operation. It is composed almost entirely of salaries and benefits, which frees up local funding. The object code trends show a slight increase in salaries and the other areas. This is a direct result of the State mandate salary and matching benefit increases enacted by the General Assembly. This is a critical area of funding for the District to monitor because of the backdrop of decreasing student enrollment numbers. As enrollment declines, the local fund will have to absorb the additional costs as State revenues decrease, if all services are to remain at current levels. Analysis of the purpose code allocations show over 75% of the State budget focused on regular instruction and special populations.

# Local Operating Fund

| | Final FY 2023 | Final FY 2024 | Final FY 2025 | Final FY 2026 | Budgeted FY 2027 |
|---|---|---|---|---|---|
| **Revenues (by Source)** | | | | | |
| Revenues from State Sources | $ - | $ - | $ - | $ - | $ 175,000 |
| Revenues from Federal Sources | - | - | - | - | - |
| Revenues from Local Sources | 82,813,207 | 89,942,123 | 93,234,124 | 95,145,444 | 97,945,687 |
| Transfers in/Fund Balance Appropriated | 6,186,176 | 5,447,224 | 43,635 | - | - |
| **Total Revenues** | **$ 88,999,383** | **$ 95,389,347** | **$ 93,277,759** | **$ 95,145,444** | **$ 98,120,687** |
| | | | | | |
| **Expenditures (by Object)** | | | | | |
| (100) Salaries | $ 51,705,580 | $ 56,065,820 | $ 53,771,130 | $ 52,094,857 | $ 53,878,378 |
| (200) Employer Provided Benefits | 22,253,010 | 23,895,198 | 23,322,845 | 24,897,043 | 25,095,277 |
| (300) Purchased Services | 10,799,797 | 11,201,833 | 11,060,111 | 12,447,136 | 13,308,058 |
| (400) Supplies and Materials | 3,202,433 | 2,924,779 | 3,726,237 | 4,128,378 | 4,306,424 |
| (500) Capital Outlay | 32 | 32,886 | 29,402 | 59,030 | 32,550 |
| (700) Transfers out | 1,038,529 | 1,268,831 | 1,368,034 | 1,519,000 | 1,500,000 |
| **Total Expenditures** | **$ 88,999,383** | **$ 95,389,347** | **$ 93,277,759** | **$ 95,145,444** | **$ 98,120,687** |

| | Final FY 2023 | Final FY 2024 | Final FY 2025 | Final FY 2026 | Budgeted FY 2027 |
|---|---|---|---|---|---|
| **Revenues (by Source)** | | | | | |
| Revenues from State Sources | $ - | $ - | $ - | $ - | $ 175,000 |
| Revenues from Federal Sources | - | - | - | - | - |
| Revenues from Local Sources | 82,813,207 | 89,942,123 | 93,234,124 | 95,145,444 | 97,945,687 |
| Transfers in/Fund Balance Appropriated | 6,186,176 | 5,447,224 | 43,635 | - | - |
| **Total Revenues** | **$ 88,999,383** | **$ 95,389,347** | **$ 93,277,759** | **$ 95,145,444** | **$ 98,120,687** |
| | | | | | |
| **Expenditures (by Purpose)** | | | | | |
| 5110-Regular Curricular Services | $ 26,567,666 | $ 26,606,706 | $ 26,449,960 | $ 24,810,655 | $ 26,430,641 |
| 5114-Foreign Language Curricular | 12,902 | 5,509 | - | - | - |
| 5116-Homebound/Hospitalized Curricular Services | 358,155 | 325,240 | 494,414 | 354,147 | 368,124 |
| 5117-High School Academies | 11,145 | 13,103 | 22,203 | 28,086 | 20,064 |
| 5118-Department Chairs | 50,198 | 74,638 | 66,344 | 50,766 | 48,150 |
| 5120-CTE Curricular Services | 994,420 | 941,211 | 918,858 | 930,216 | 929,801 |
| 5132-Cultural Arts Curricular Services | 1,531,611 | 1,751,007 | 1,472,635 | 1,527,248 | 1,337,687 |
| 5133-Physical Education Curricular Services | 971,677 | 1,235,143 | 1,174,035 | 1,010,403 | 1,017,095 |
| 5134-Foreign Language Curricular Services | 1,941,229 | 1,923,434 | 2,004,705 | 1,238,615 | 1,213,687 |
| **Total 5100 - Regular Instructional Services** | **32,439,003** | **32,875,990** | **32,603,154** | **29,950,135** | **31,365,249** |
| | | | | | |
| 5210-Children W/Disabilities Curricular Services | 5,287,093 | 7,123,223 | 8,010,352 | 9,097,414 | 9,636,338 |
| 5220-CTE Children W/Disabilities Curricular | 55,669 | 65,988 | 68,686 | 71,400 | 71,400 |
| 5230-Pre-K Children W/Disabilities Curricular | 370,495 | 472,747 | 569,057 | 706,503 | 749,973 |
| 5240-Speech & Language Pathology Services | 298,646 | 1,507,814 | 1,562,279 | 1,738,748 | 1,770,408 |
| 5260-AIG Curricular Services | 1,569,336 | 1,499,925 | 1,245,358 | 1,327,042 | 1,429,787 |
| 5270-LEP Services | 1,718,226 | 2,108,243 | 2,255,282 | 2,127,564 | 2,341,794 |
| **Total 5200 - Special Population Services** | **9,299,465** | **12,777,941** | **13,711,014** | **15,068,671** | **15,999,700** |

| | | | | | |
|---|---|---|---|---|---|
| 5310-Alternative Instructional Services K-12 | 311,956 | 342,757 | 189,902 | 255,203 | 234,351 |
| 5320-Attendance & Social Work Services | 963,087 | 934,235 | 1,092,338 | 1,114,955 | 1,214,852 |
| 5330-Remedial & Supplemental K-12 Services | 686,606 | 877,181 | 425,255 | 675,346 | 716,356 |
| 5340-Pre-K Readiness/Remedial & Supplemental | 558,068 | 820,649 | 740,368 | 657,969 | 747,549 |
| 5350-Extended Day/Year Instructional Services | 223,659 | 123,445 | 37,518 | 27,911 | 36,888 |
| 5351-Before/After School Instruction | 5,596 | 26,702 | 8,431 | - | - |
| 5353-Summer School Instruction | 124,037 | 99,502 | 3,967 | - | - |
| **Total 5300 - Alternative Program Services** | **2,873,009** | **3,224,471** | **2,497,779** | **2,731,384** | **2,949,996** |
| | | | | | |
| 5400-School Leadership Services | 37,538 | 98,878 | 42,678 | 80,998 | 71,114 |
| 5403-School Treasurer | 67,295 | 70,940 | 72,870 | 75,781 | 76,748 |
| 5404-School Building Support Staff | 2,475,584 | 2,666,274 | 2,476,929 | 2,209,231 | 2,262,841 |
| 5410-School Principal | 1,941,460 | 1,511,736 | 1,472,704 | 1,433,035 | 1,463,203 |
| 5420-School Assistant Principal | 1,915,058 | 2,532,160 | 2,497,696 | 2,035,553 | 2,048,847 |
| **Total 5400 - School Leadership Services** | **6,436,936** | **6,879,987** | **6,562,877** | **5,834,597** | **5,922,753** |
| | | | | | |
| 5501-Athletics | 2,407,002 | 2,453,697 | 2,514,926 | 2,566,008 | 2,872,854 |
| 5502-Cultural Arts | 245,883 | 231,932 | 250,164 | 259,091 | 272,886 |
| 5503-School Clubs & Student Organizations | 347,531 | 302,742 | 259,462 | 344,727 | 366,959 |
| **Total 5500 - Co-Curricular Services** | **3,000,417** | **2,988,370** | **3,024,552** | **3,169,827** | **3,512,699** |
| | | | | | |
| 5810-Educational Media Services | 1,833,477 | 2,024,559 | 2,068,169 | 2,105,328 | 2,219,856 |
| 5820-Attendance - Social Work Services | 987,429 | 1,034,752 | 1,076,240 | 1,134,730 | 1,142,480 |
| 5830-Guidance Services | 3,215,511 | 2,939,180 | 2,871,672 | 3,156,416 | 3,382,779 |
| 5840-Health Services | 366,239 | 1,302,817 | 881,127 | 414,309 | 445,114 |
| 5841-ABC/Student Health Services | 885 | 145.33 | - | - | - |
| 5850-Safety and Security Support | 1,038,387 | 1,102,031 | 1,155,133 | 1,252,962 | 1,340,733 |

| | | | | | |
|---|---|---|---|---|---|
| 5860-Instructional Tech Services | 1,610,455 | 1,528,921 | 1,506,082 | 1,269,770 | 1,400,579 |
| 5870-Staff Development | 568,724 | 490,651 | 246,258 | 376,886 | 396,794 |
| 5880-Parent Involvement Services | 48,091 | 49,145 | 23,218 | 22,504 | 22,124 |
| 5890-Volunteer Services | 224,224 | 181,337 | 140,867 | 143,222 | 110,860 |
| **Total 5800 - School-Based Services** | **9,893,423** | **10,653,539** | **9,968,766** | **9,876,127** | **10,461,319** |
| | | | | | |
| 6110-Regular Curricular Support | 1,908,777 | 2,225,984 | 1,900,703 | 1,886,682 | 1,653,708 |
| 6112-Cultural Arts Curricular Support and Development Services | 73 | 1,145 | - | - | - |
| 6113-Physical Education Curricular Support and Development Services | 1,586 | 1,592 | 1,581 | 1,588 | 1,606 |
| 6115-Technology Curricular Support | 208,103 | 309,995 | 317,700 | 323,379 | 328,810 |
| 6120-Voc Curricular Support & Development Services | 170,996 | 173,079 | 187,070 | 197,874 | 180,416 |
| **Total 6100 - Support and Development Services** | **2,289,536** | **2,711,795** | **2,407,054** | **2,409,523** | **2,164,540** |
| | | | | | |
| 6200-Spec Pop Support/Development Services | 19,700 | 33,719 | 13,782 | 264,818 | 280,087 |
| 6201-Children W/Disabilities Support | 364,355 | 533,569 | 681,286 | 749,628 | 745,505 |
| 6206-Aig Support and Development Services | 4,606 | - | 1,458 | 1,650 | 1,650 |
| 6207-Lep Support and Development | 213,327 | 229,327 | 282,743 | 281,349 | 276,205 |
| **Total 6200 - Special Population Support and Development Services** | **601,987** | **796,615** | **979,269** | **1,297,445** | **1,303,447** |
| | | | | | |
| 6300-Alternative Programs Support and Development Services | - | 85,199 | - | 200 | 200 |
| 6303-Remedial and Supplemental Services K-12 Support Services | 83 | 1,948 | 25 | 18,450 | 18,450 |
| 6304-Prek Readiness/Remedial Supp | 25,395 | 19,580 | 24,468 | 23,333 | 24,292 |
| 6305-Extended Day/Year Instructional Support Services | 468 | 1,067 | 5,901 | 4,463 | 800 |
| **Total 6300 - Alternative Programs Support and Development** | **25,947** | **107,795** | **30,394** | **46,446** | **43,742** |
| | | | | | |
| 6400-Technology Support Services | 1,703,767 | 1,815,291 | 1,851,086 | 2,169,432 | 1,947,565 |
| 6401-Technology Services | 173,635 | 181,773 | 186,293 | 229,426 | 187,436 |
| **Total 6400 - Technology Support Services** | **1,877,402** | **1,997,063** | **2,037,379** | **2,398,858** | **2,135,001** |

| | | | | | |
|---|---|---|---|---|---|
| 6510-Direction of Business Support | 125,057 | 173,327 | 115,127 | 82,980 | 81,280 |
| 6530-Public Utilities & Energy | 4,316,184 | 3,724,994 | 3,982,900 | 4,023,228 | 4,458,500 |
| 6540-Custodial/Housekeeping Services | 1,598,865 | 2,238,843 | 1,951,173 | 2,536,825 | 2,804,958 |
| 6550-Transportation of Pupils | 1,600,896 | 1,500,966 | 1,001,488 | 1,115,555 | 469,809 |
| 6580-Maintenance Services | 2,927,785 | 2,320,084 | 2,185,626 | 2,543,203 | 2,607,844 |
| 6581-Glass Maintenance | 21,814 | 1,139 | 323 | 12,653 | 22,000 |
| 6582-Grounds Maintenance | 186,440 | 282 | (1,534) | 50,755 | 63,000 |
| 6583-Electrical Maintenance | - | 841 | - | 15,630 | 15,000 |
| 6584-Vehicle Maintenance | 89,545 | 60,122 | 92,186 | 137,302 | 130,000 |
| 6585-Hvac Maintenance | - | 440 | 5,624 | 94,284 | 57,000 |
| 6586-Plumbing Maintenance | - | 1,896 | - | 63,186 | 55,000 |
| 6588-Locksmith | 855 | - | 3,111 | 20,939 | 23,000 |
| **Total 6500 - Operational Support Services** | **10,867,441** | **10,022,934** | **9,336,023** | **10,696,540** | **10,787,391** |
| | | | | | |
| 6611-Financial Office | 1,126,569 | 1,309,647 | 1,294,650 | 1,437,508 | 1,481,711 |
| 6612-Purchasing Services | - | 74,997 | 76,796 | 91,927 | 92,875 |
| 6613-Risk Management Services | 898,961 | 1,056,893 | 1,448,571 | 1,604,099 | 1,705,152 |
| 6620-Human Resources | 48,480 | 11,617 | 10,682 | - | - |
| 6621-Human Resources | 1,368,442 | 1,758,003 | 1,289,617 | 1,452,777 | 1,448,324 |
| 6622-Recruitment Services | 10,236 | 51,752 | 3,235 | 32,210 | 32,210 |
| 6623-Staff Development Services | 414,622 | 203,834 | 329,573 | 324,956 | 210,304 |
| 6624-Salary and Benefits Services | 145,521 | 60,976 | 63,695 | 66,249 | 66,249 |
| **Total 6600 - Financial and Human Resource Services** | **4,012,831** | **4,527,721** | **4,516,818** | **5,009,725** | **5,036,824** |
| | | | | | |
| 6710-Student Testing Services | 78,148 | 66,737 | 99,440 | 85,274 | 85,970 |
| 6720-Planning, Research Dev & Program | 500,735 | 540,978 | 560,501 | 577,152 | 579,855 |
| **Total 6700 - Accountability Services** | **578,883** | **607,715** | **659,941** | **662,426** | **665,825** |

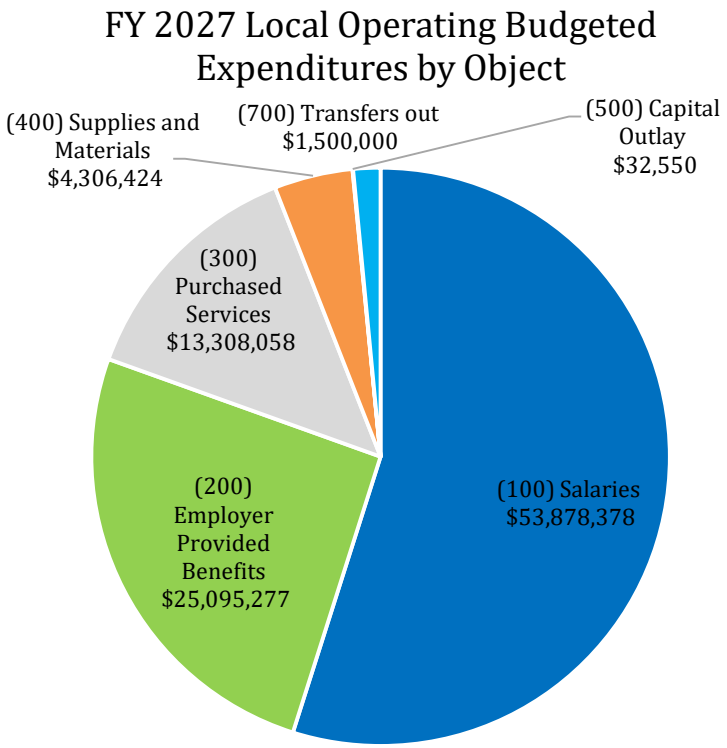
| | | | | | |
|---|---|---|---|---|---|
| 6820-Student Accounting Support Services | 62,557 | 61,145 | 3,500 | 15,960 | 15,960 |
| 6830-Guidance Support Services | 12,042 | - | 26,036 | 12,008 | 8,308 |
| 6840-Health Support Services | 446 | 155 | 155 | 3,741 | 3,555 |
| 6850-Safety & Security Support Services | 84,516 | 93,953 | 80,837 | 138,886 | 68,558 |
| 6860-Instructional Tech Support Services | 449 | 643 | 4,500 | 1,225 | 1,225 |
| **Total 6800 - System-wide Pupil Support Services** | **160,010** | **155,896** | **115,028** | **171,820** | **97,606** |
| | | | | | |
| 6910-Other Support Services - Employee Benefits | 251,193 | 260,379 | 113,268 | 172,172 | 146,920 |
| 6920-Other Support Services - Additional Pay | 244,838 | 206,166 | 202,372 | 245,826 | 230,000 |
| 6930-Workshop | 60,823 | - | - | - | - |
| 6932-External Audit | - | 57,085 | 65,437 | 68,375 | 70,000 |
| 6941-Office of The Superintendent | 517,845 | 490,487 | 478,270 | 561,010 | 689,373 |
| 6942-Office of Asst. Supt. For Instruction | 1,041,474 | 1,174,280 | 1,097,374 | 1,355,120 | 1,278,437 |
| 6943-Office of Asst. Supt. For Support Services | 951,815 | 1,055,208 | 1,064,976 | 1,272,318 | 1,296,986 |
| 6944-Office of School Support and Wellness | 15,084 | 10,085 | 1,000 | - | - |
| 6945-Office of Strategic Planning | 49,481 | 47,077 | 13,713 | 118,750 | - |
| 6950-Public Relations & Marketing Services | 467,753 | 488,080 | 421,454 | 507,538 | 462,879 |
| **Total 6900 -Policy, Leadership, and Public Relations Services** | **3,600,306** | **3,788,848** | **3,457,865** | **4,301,108** | **4,174,595** |
| | | | | | |
| 7200-Nutrition Services | 4,258 | 3,838 | 1,813 | 1,813 | - |
| **Total 7200 - Nutrition Services** | **4,258** | **3,838** | **1,813** | **1,813** | **-** |
| | | | | | |
| 8100-Pay to Other Governments & Transfers of Funds | 1,038,529 | 1,268,831 | 1,368,034 | 1,519,000 | 1,500,000 |
| **Total 8100 - Payments to Other Governmental Units** | **1,038,529** | **1,268,831** | **1,368,034** | **1,519,000** | **1,500,000** |
| | | | | | |
| **Total Expenditures** | **$ 88,999,383** | **$ 95,389,347** | **$ 93,277,759** | **$ 95,145,444** | **$ 98,120,687** |

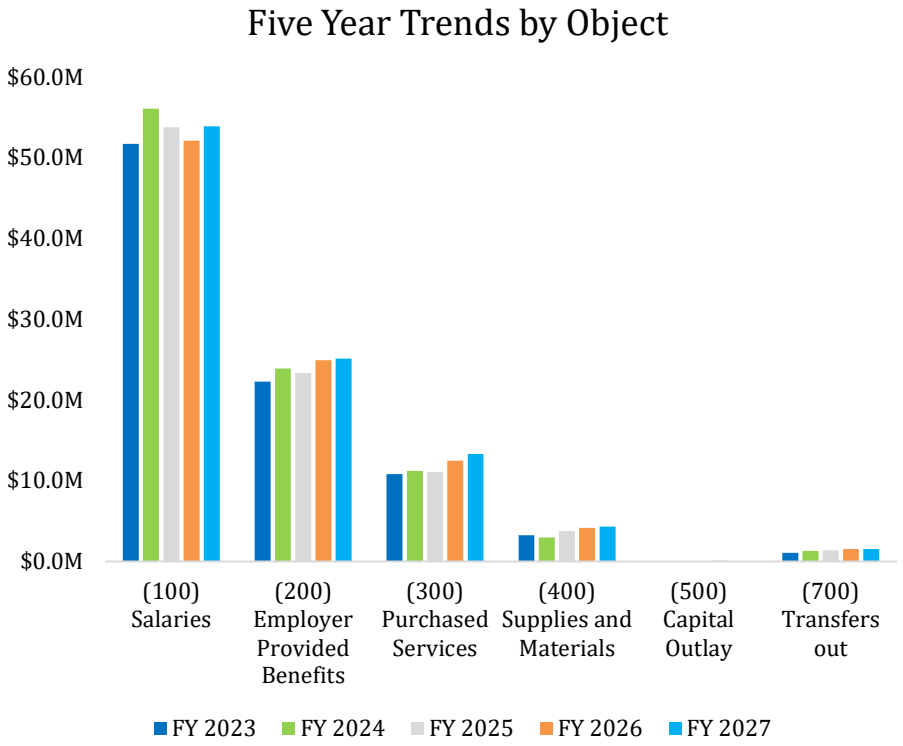
# FY 2027-FY 2030 Local Operating Fund Forecast (Trend Analysis)

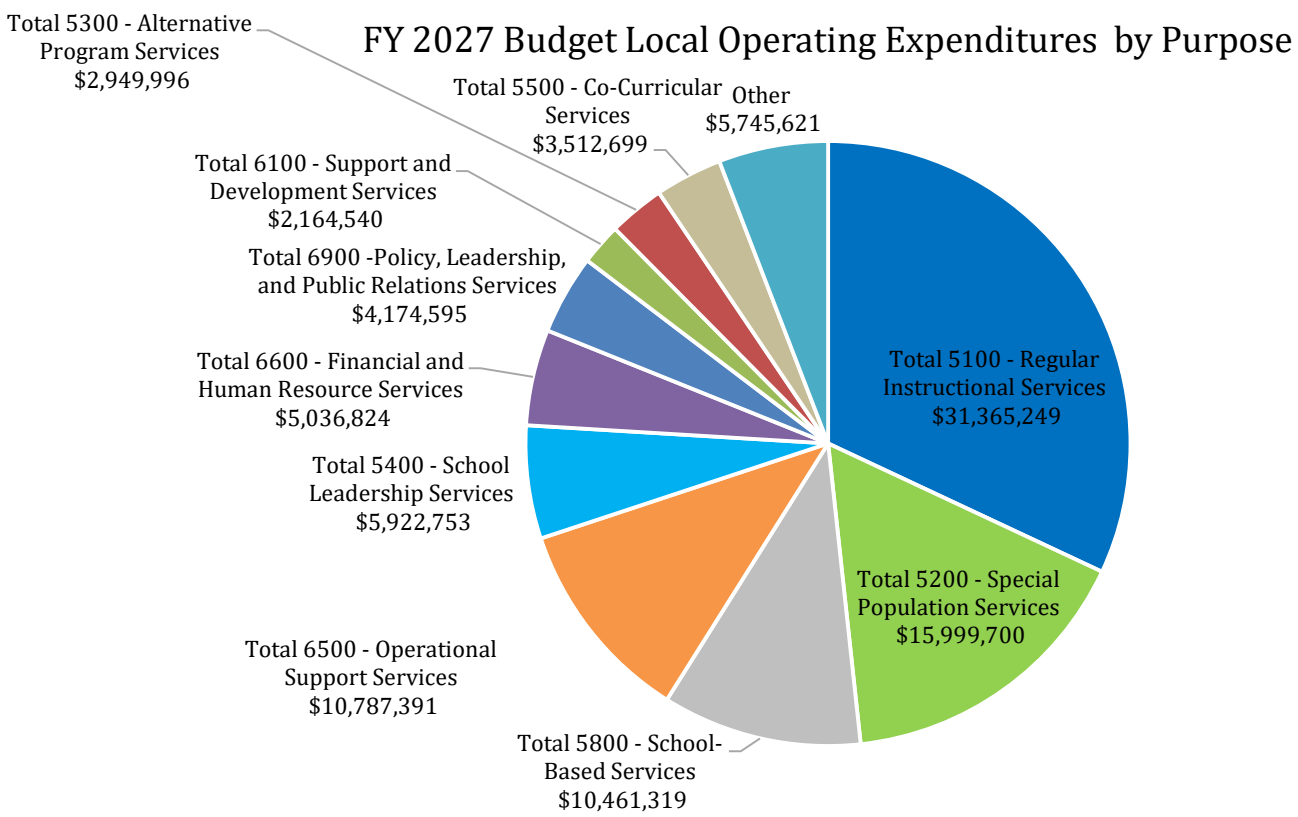
| | Budgeted FY 2027 | Linear Regression Projection FY 2028 | Linear Regression Projection 2029 | Linear Regression Projection FY 2030 |
|---|---|---|---|---|
| **Revenues (by Source)** | | | | |
| Revenues from State Sources | $ - | $ - | $ - | $ - |
| Revenues from Federal Sources | - | - | - | - |
| Revenues from Local Sources | 98,120,687 | 102,596,601 | 106,178,429 | 109,760,258 |
| Transfers in/Fund Balance Appropriated | - | - | - | - |
| **Total Revenues** | **$ 98,120,687** | **$ 102,596,601** | **$ 106,178,429** | **$ 109,760,258** |
| | | | | |
| **Expenditures (by Object)** | | | | |
| (100) Salaries | $ 53,878,378 | $ 53,615,543 | $ 53,653,006 | $ 53,690,470 |
| (200) Employer Provided Benefits | 25,095,277 | 25,898,588 | 26,567,226 | 27,235,864 |
| (300) Purchased Services | 13,308,058 | 13,641,935 | 14,268,117 | 14,894,300 |
| (400) Supplies and Materials | 4,306,424 | 4,681,125 | 5,022,283 | 5,363,441 |
| (500) Capital Outlay | 32,550 | - | - | - |
| (700) Transfers out | 1,500,000 | 1,690,812 | 1,808,123 | 1,925,434 |
| **Total Expenditures** | **$ 98,120,687** | **$ 99,528,002** | **$ 101,318,755** | **$ 103,109,508** |

**Note:** These forecasts are strictly based on the statistical forecasting method of linear regression forecasting. This method does not account for external forces or qualitative data that may impact future funding levels. Therefore, these forecasts are not a prediction of the future but rather a deeper analysis of current funding and spending trends. For example, revenues with a linear forecast growing faster than the expenditures linear forecast would indicate sustainable spending trends. The opposite may indicate current spending trends are unsustainable. Both instances require more information and deeper analysis to be used in decision making processes.

# FY 2023-FY 2027 Local Operating Budgeted Expenditure Analysis






**Budget Commentary:**

The Local Operating Budget is another critical funding source for the District's operations. The object code trends show the reductions made by the District over the last few fiscal years along with a slight increase in salaries for FY 2027. The FY 2027 is another impact of the State mandated raises passed by the General Assembly. The five year trend still indicates that the District's spending reduction efforts have placed it in a far more sustainable position in terms of salary spending levels. Knowing the trends previously discussed, falling enrollment and decreasing State and Federal revenues, it is vital that the District continues to ensure its spending position remains healthy and sustainable. In a time of extreme uncertainty, the ability to adapt only exists if the district remains fiscally stable.

# Federal Grants Fund

| | Final FY 2023 | Final FY 2024 | Final FY 2025 | Final FY 2026 | Budgeted FY 2027 |
|---|---|---|---|---|---|
| **Revenues (by Source)** | | | | | |
| Revenues from State Sources | $ - | $ - | $ - | $ - | $ - |
| Revenues from Federal Sources | 14,036,208 | 7,877,972 | 5,595,764 | 5,034,211 | 595,132 |
| Revenues from Local Sources | - | - | - | - | - |
| Transfers in/Fund Balance Appropriated | - | - | - | - | - |
| **Total Revenues** | **$ 14,036,208** | **$ 7,877,972** | **$ 5,595,764** | **$ 5,034,211** | **$ 595,132** |
| | | | | | |
| **Expenditures (by Object)** | | | | | |
| (100) Salaries | $ 7,062,544 | $ 3,630,053 | $ 3,188,860 | $ 2,491,874 | $ 83,000 |
| (200) Employer Provided Benefits | 1,858,563 | 1,361,521 | 1,022,761 | 1,057,766 | 6,350 |
| (300) Purchased Services | 3,739,584 | 1,678,710 | 848,734 | 1,065,782 | 303,105 |
| (400) Supplies and Materials | 1,375,517 | 1,170,792 | 509,864 | 418,789 | 202,677 |
| (500) Capital Outlay | - | 36,895 | 25,545 | - | - |
| (700) Transfers out | - | - | - | - | - |
| **Total Expenditures** | **$ 14,036,208** | **$ 7,877,972** | **$ 5,595,764** | **$ 5,034,211** | **$ 595,132** |

| | Final FY 2023 | Final FY 2024 | Final FY 2025 | Final FY 2026 | Budgeted FY 2027 |
|---|---|---|---|---|---|
| **Revenues (by Source)** | | | | | |
| Revenues from State Sources | $ - | $ - | $ - | $ - | $ - |
| Revenues from Federal Sources | 14,036,208 | 7,877,972 | 5,595,764 | 5,034,211 | 595,132 |
| Revenues from Local Sources | - | - | - | - | - |
| Transfers in/Fund Balance Appropriated | - | - | - | - | - |
| **Total Revenues** | **$ 14,036,208** | **$ 7,877,972** | **$ 5,595,764** | **$ 5,034,211** | **$ 595,132** |
| | | | | | |
| **Expenditures (by Purpose)** | | | | | |
| 5110-Regular Curricular Services | $ 1,606,681 | $ 1,256,414 | $ 454,482 | $ 557,025 | $ 260,424 |
| 5116-Homebound/Hospitalized Curricular Services | 3,768 | - | - | - | - |
| 5120-CTE Curricular Services | 158,670 | 125,395 | 137,334 | 115,544 | 102,576 |
| 5130-Program Enhancement | 449,391 | - | - | - | - |
| 5132-Cultural Arts Curricular Services | 23,145 | - | - | - | - |
| 5133-Physical Education Curricular Services | 15,071 | - | - | - | - |
| 5134-Foreign Language Curricular Services | 23,683 | - | - | - | - |
| **Total 5100 - Regular Instructional Services** | **2,280,407** | **1,381,809** | **591,816** | **672,569** | **363,000** |
| | | | | | |
| 5210-Children with Disabilities Curricular Services | 2,876,792 | 1,570,533 | 1,399,439 | 1,265,836 | 63,065 |
| 5230-Pre-K Children with Disabilities Curricular Services | 69,563 | - | 295,840 | 53,162 | 172 |
| 5240-Speech & Language Pathological Services | 1,212,112 | - | - | 50,000 | - |
| 5260-Academically/Intellectually Gifted Curricular Services | 10,765 | - | - | - | - |
| 5270-LEP Services | 92,298 | 143,762 | 97,290 | 141,241 | - |
| **Total 5200 - Special Population Services** | **4,261,529** | **1,714,295** | **1,792,569** | **1,510,239** | **63,237** |
| | | | | | |
| 5310-Alternative Instructional Services K-12 | 83,738 | 84,560 | 608 | - | - |
| 5320-Attendance & Social Work Services | 60,000 | - | - | 23,024 | - |
| 5330-Remedial & Supplemental K-12 Services | 2,389,509 | 1,950,228 | 1,310,340 | 1,333,348 | 83,893 |
| 5340-Pre-K Readiness/Remedial & Supplemental | 14,242 | - | - | - | - |

| | | | | | |
|---|---|---|---|---|---|
| 5350-Extended Day/Year Instructional Services | 1,081,927 | 720,497 | 31,356 | 1,000 | - |
| 5360-School Extension Learning Recovery and Enrichment Program Instructional Services | - | - | - | - | - |
| **Total 5300 - Alternative Program Services** | **3,629,416** | **2,755,285** | **1,342,304** | **1,357,372** | **83,893** |
| | | | | | |
| 5404-School Building Support Staff | 538 | - | - | - | - |
| **Total 5400 - School Leadership Services** | **538** | **-** | **-** | **-** | **-** |
| | | | | | |
| 5810-Educational Media Services | 12,315 | - | - | - | - |
| 5830-Guidance Services | 138,000 | - | - | - | - |
| 5840-Health Services | 449,767 | 106,503 | 144,209 | - | - |
| 5860-Instructional Tech Services | 140,753 | 145,270 | - | - | - |
| 5870-Staff Development | 15,000 | - | 3,653 | - | 10,000 |
| 5880-Parent Involvement Services | 59,527 | 25,365 | 16,312 | 48,010 | - |
| **Total 5800 - School-Based Services** | **815,362** | **277,138** | **164,174** | **48,010** | **10,000** |
| | | | | | |
| 6120-Voc Curricular Support & Development Services | 5,000 | 2,000 | 2,126 | 2,738 | 2,500 |
| **Total 6100 - Support and Development Services** | **5,000** | **2,000** | **2,126** | **2,738** | **2,500** |
| | | | | | |
| 6200-Spec Pop Support/Development Services | 517,529 | 685,119 | 770,026 | 895,868 | 25,000 |
| 6201-Children W/Disabilities Support | 59,881 | 294,047 | 378,686 | - | - |
| **Total 6200 - Special Population Support and Development Services** | **577,411** | **979,166** | **1,148,712** | **895,868** | **25,000** |
| | | | | | |
| 6300-Alternative Programs Support and Development Services | 253,150 | 80,332 | 177,611 | 134,687 | - |
| **Total 6300 - Alternative Programs Support and Development Services** | **253,150** | **80,332** | **177,611** | **134,687** | **-** |

| | | | | | |
|---|---|---|---|---|---|
| 6540-Custodial/Housekeeping Serv | 350,000 | - | - | - | - |
| 6550-Transportation of Pupils | 455,954 | 149,356 | 25,000 | 10,000 | - |
| **Total 6500 - Operational Support Services** | **805,954** | **149,356** | **25,000** | **10,000** | **-** |
| | | | | | |
| 6620-Human Resource Services | 102,253 | - | 206 | - | - |
| **Total 6600 - Financial and Human Resource Services** | **102,253** | **-** | **206** | **-** | **-** |
| | | | | | |
| 6940-Leadership Services | 5,000 | 5,000 | 450 | - | - |
| 6950-Public Relations and Marketing Services | - | - | - | - | - |
| **Total 6900 - Policy, Leadership, and Public Relations Services** | **5,000** | **5,000** | **450** | **-** | **-** |
| | | | | | |
| 7200-Nutrition Services | 5,383 | 5,383 | - | - | - |
| **Total 7200 - Nutrition Services** | **5,383** | **5,383** | **-** | **-** | **-** |
| | | | | | |
| 8100-Pay to Other Governments & Transfers of Funds | 469,555 | 243,812 | 166,980 | 202,206 | 21,583 |
| **Total 8100 - Payments to Other Governmental Units** | **469,555** | **243,812** | **166,980** | **202,206** | **21,583** |
| | | | | | |
| 8200-Unbudgeted Federal Grant Funds | 825,250 | 284,396 | 183,816 | 200,523 | 25,918 |
| **Total 8200 - Unbudgeted Funds** | **825,250** | **284,396** | **183,816** | **200,523** | **25,918** |
| | | | | | |
| **Total Expenditures** | **$ 14,036,208** | **$ 7,877,972** | **$ 5,595,764** | **$ 5,034,211** | **$ 595,132** |

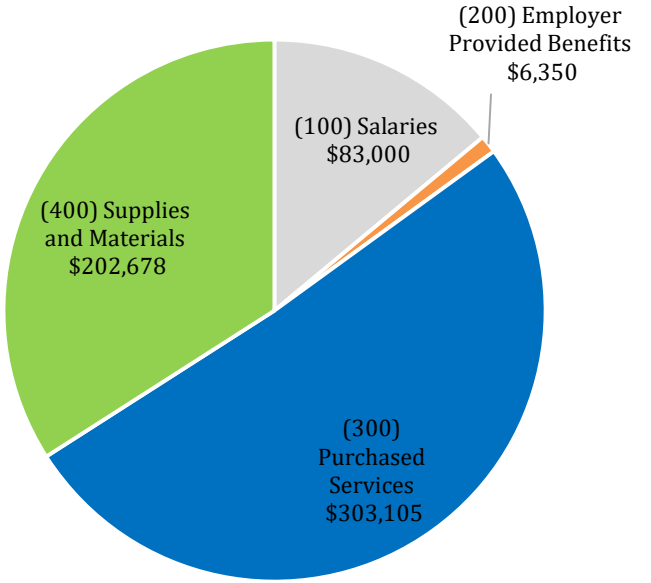
# FY 2027-FY 2030 Federal Grants Fund Forecast (Trend Analysis)

| | Budgeted FY 2027 | Linear Regression Projection FY 2028 | Linear Regression Projection 2029 | Linear Regression Projection FY 2030 |
|---|---|---|---|---|
| **Revenues (by Source)** | | | | |
| Revenues from State Sources | $ - | $ - | $ - | $ - |
| Revenues from Federal Sources | 595,132 | (2,289,917) | (4,238,290) | (7,158,291) |
| Revenues from Local Sources | - | - | - | - |
| Transfers in/Fund Balance Appropriated | - | - | - | - |
| **Total Revenues** | **$ 595,132** | $ (2,289,917) | $ (4,238,290) | $ (7,158,291) |
| | | | | |
| **Expenditures (by Object)** | | | | |
| (100) Salaries | $ 83,000 | $ 78,850 | $ 74,908 | $ 71,162 |
| (200) Employer Provided Benefits | 6,350 | 6,033 | 5,731 | 5,444 |
| (300) Purchased Services | 303,105 | 287,950 | 273,552 | 259,875 |
| (400) Supplies and Materials | 202,677 | 192,543 | 182,916 | 173,770 |
| (500) Capital Outlay | - | - | - | - |
| (700) Transfers out | - | - | - | - |
| **Total Expenditures** | **$ 595,132** | **$ 565,375** | **$ 537,107** | **$ 510,251** |

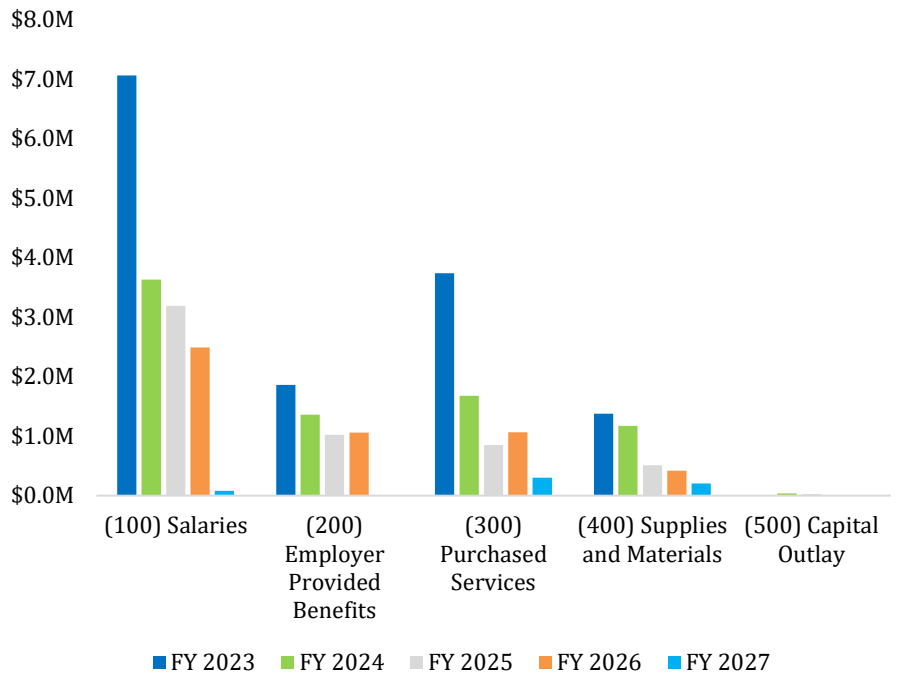
**Note:** These forecasts are strictly based on the statistical forecasting method of linear regression forecasting. This method does not account for external forces or qualitative data that may impact future funding levels. Therefore, these forecasts are not a prediction of the future but rather a deeper analysis of current funding and spending trends. For example, revenues with a linear forecast growing faster than the expenditures linear forecast would indicate sustainable spending trends. The opposite may indicate current spending trends are unsustainable. Both instances require more information and deeper analysis to be used in decision making processes.

## FY 2023-FY 2027 Federal Grants Fund Budgeted Expenditure Analysis

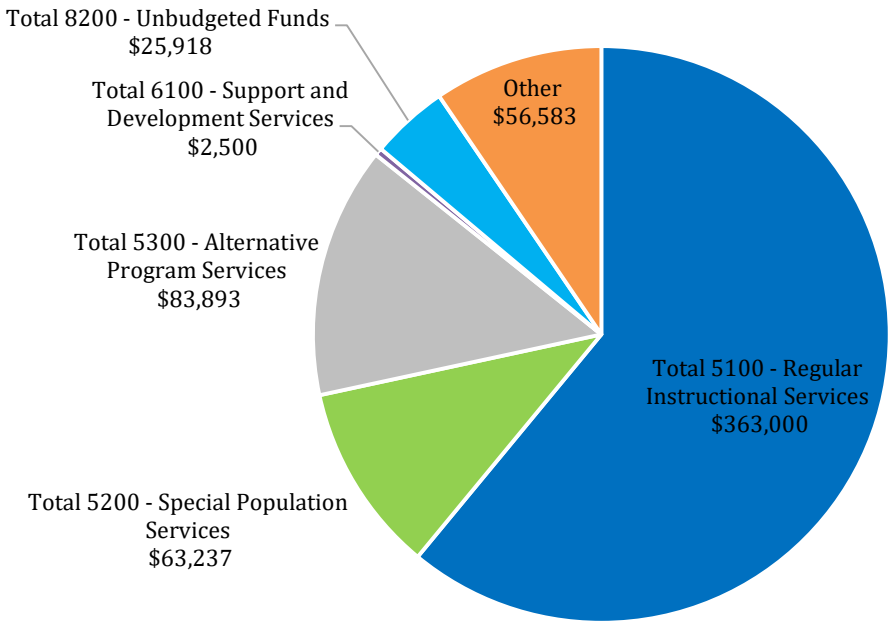
FY 2027 Federal Grants Fund Budgeted Expenditures by Object




Five Year Trends by Object



## FY 2027 Federal Grants Fund Budgeted Expenditures by Purpose




**Budget Commentary:**

The Federal Grants Fund represents a majority of the revenues received by the District in the form of grants from the Federal Government. It is important to note with this fund that the revenues received are often on temporary timelines with an eventual expiration date. Therefore, it is difficult to compare historical data and use historical data as a guide for future years. Additionally, the Federal Grants received by the District are on different fiscal year timelines than the July – June timeline of the District. This creates a difficulty in adopting an accurate budget for this fund. The numbers used reflect the planning allotments provided by NCDPI as of the time of writing. It is likely that additional grants will be allotted throughout the year and the Federal Grants budget will be amended at a later date.

# Capital Outlay Fund

| | Final FY 2023 | Final FY 2024 | Final FY 2025 | Final FY 2026 | Budgeted FY 2027 |
|---|---|---|---|---|---|
| **Revenues (by Source)** | | | | | |
| Revenues from State Sources | $ 151,637 | $ 89,836 | $ 493,261 | $ 1,046,146 | $ 175,000 |
| Revenues from Federal Sources | 797,387 | 1,065,868 | - | - | - |
| Revenues from Local Sources | 27,192,043 | 25,332,190 | 23,128,485 | 31,798,421 | 56,480,071 |
| Transfers in/Fund Balance Appropriated | 1,409,732 | 654,874 | 302,099 | 7,029 | - |
| **Total Revenues** | **$ 29,550,798** | **$ 27,142,768** | **$ 23,923,845** | **$ 32,851,596** | **$ 56,655,071** |
| | | | | | |
| **Expenditures (by Object)** | | | | | |
| (100) Salaries | $ 91,776 | $ 198,997 | $ 200,321 | $ 293,815 | $ - |
| (200) Employer Provided Benefits | 36,639 | 78,850 | 79,192 | 121,167 | - |
| (300) Purchased Services | 982,369 | 3,429,229 | 3,416,892 | 6,341,172 | 2,413,426 |
| (400) Supplies and Materials | 5,800,308 | 5,176,199 | 3,974,753 | 12,445,729 | 1,528,122 |
| (500) Capital Outlay | 22,639,707 | 18,259,493 | 16,252,687 | 13,649,714 | 52,713,523 |
| (700) Transfers out | - | - | - | - | - |
| **Total Expenditures** | **$ 29,550,798** | **$ 27,142,768** | **$ 23,923,845** | **$ 32,851,596** | **$ 56,655,071** |

| | Final FY 2023 | Final FY 2024 | Final FY 2025 | Final FY 2026 | Budgeted FY 2027 |
|---|---|---|---|---|---|
| **Revenues (by Source)** | | | | | |
| Revenues from State Sources | $ 151,637 | $ 89,836 | $ 493,261 | $ 1,046,146 | $ 175,000 |
| Revenues from Federal Sources | 797,387 | 1,065,868 | - | - | - |
| Revenues from Local Sources | 27,192,043 | 25,332,190 | 23,128,485 | 31,798,421 | 56,480,071 |
| Transfers in/Fund Balance Appropriated | 1,409,732 | 654,874 | 302,099 | 7,029 | - |
| **Total Revenues** | **$ 29,550,798** | **$ 27,142,768** | **$ 23,923,845** | **$ 32,851,596** | **$ 56,655,071** |
| | | | | | |
| **Expenditures (by Purpose)** | | | | | |
| 5110-Regular Curricular Services | $ 1,137,886 | $ 1,328,718 | $ 429,039 | $ 172,172 | $ 213,580 |
| 5132-Cultural Arts Curricular Services | 10,000 | 10,000 | 20,000 | 20,000 | 20,000 |
| **Total 5100 - Regular Instructional Services** | **1,147,886** | **1,338,718** | **449,039** | **192,172** | **233,580** |
| | | | | | |
| 5840-Health Services | 74,883 | - | - | - | - |
| **Total 5800 - School-Based Services** | **74,883** | **-** | **-** | **-** | **-** |
| | | | | | |
| 6400-Technology Support Services | 927,872 | 2,035,249 | 1,939,869 | 808,353 | 575,000 |
| **Total 6400 - Technology Support Services** | **927,872** | **2,035,249** | **1,939,869** | **808,353** | **575,000** |
| | | | | | |
| 6540-Custodial/Housekeeping Services | 469,789 | 13,822 | 9,000 | - | - |
| 6550-Transportation of Pupils | 5,000 | 5,000 | 1,373,642 | 871,146 | - |
| 6580-Maintenance Services | 1,007,238 | 2,618,897 | 2,357,295 | 3,274,953 | - |
| **Total 6500 - Operational Support Services** | **1,482,027** | **2,637,718** | **3,739,937** | **4,146,099** | **-** |
| | | | | | |
| 6941-Office of The Superintendent | - | - | 8,408 | - | - |
| 6943-Asst. Supt. For Support Services | 159,147 | - | - | - | - |
| **Total 6900 -Policy, Leadership, and Public Relations Services** | **159,147** | **-** | **8,408** | **-** | **-** |
| | | | | | |
| 7200-Nutrition Services | 159,148 | 45,000 | 45,000 | 19,170 | 20,000 |
| **Total 7200 - Nutrition Services** | **159,148** | **45,000** | **45,000** | **19,170** | **20,000** |

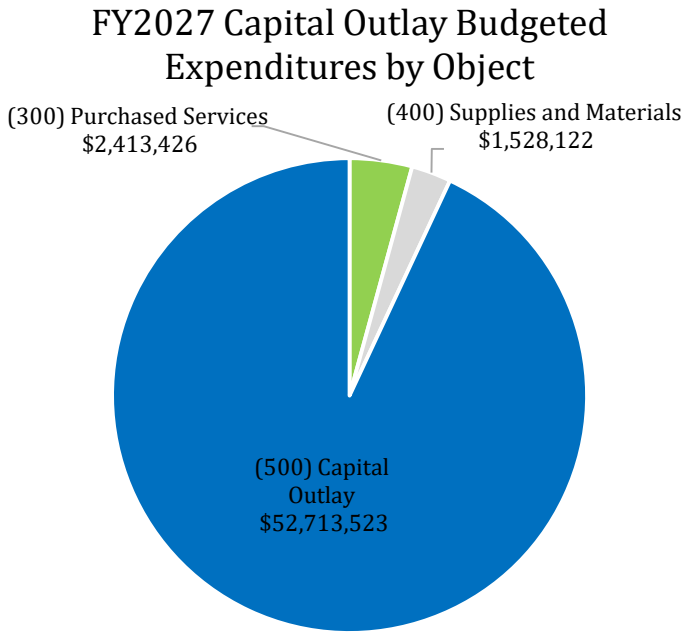
| | | | | | |
|---|---|---|---|---|---|
| 8300-Debt Service | 23,856 | 56,836 | - | - | - |
| **Total 8300 - Debt Services** | **23,856** | **56,836** | **-** | **-** | **-** |
| | | | | | |
| 9000-Capital Outlay | 25,689,350 | 21,029,247 | 17,741,592 | 27,685,802 | 55,826,491 |
| **Total 9000 - Capital Outlay** | **25,689,350** | **21,029,247** | **17,741,592** | **27,685,802** | **55,826,491** |
| | | | | | |
| **Total Expenditures** | **$ 29,550,798** | **$ 27,142,768** | **$ 23,923,845** | **$ 32,851,596** | **$ 56,655,071** |

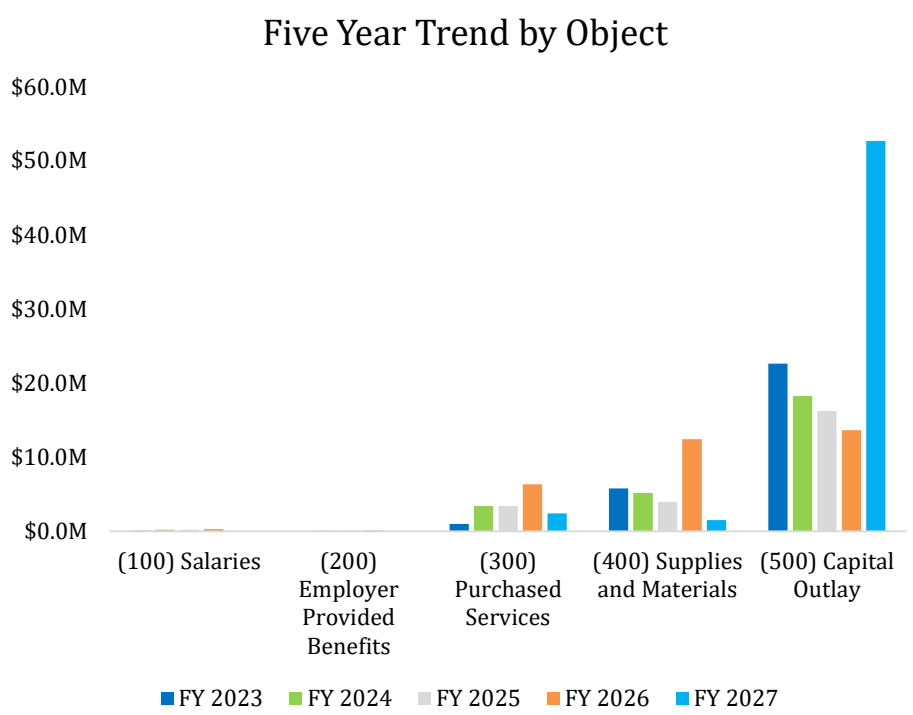
# FY 2027-FY 2030 Capital Outlay Fund Forecast (Trend Analysis)

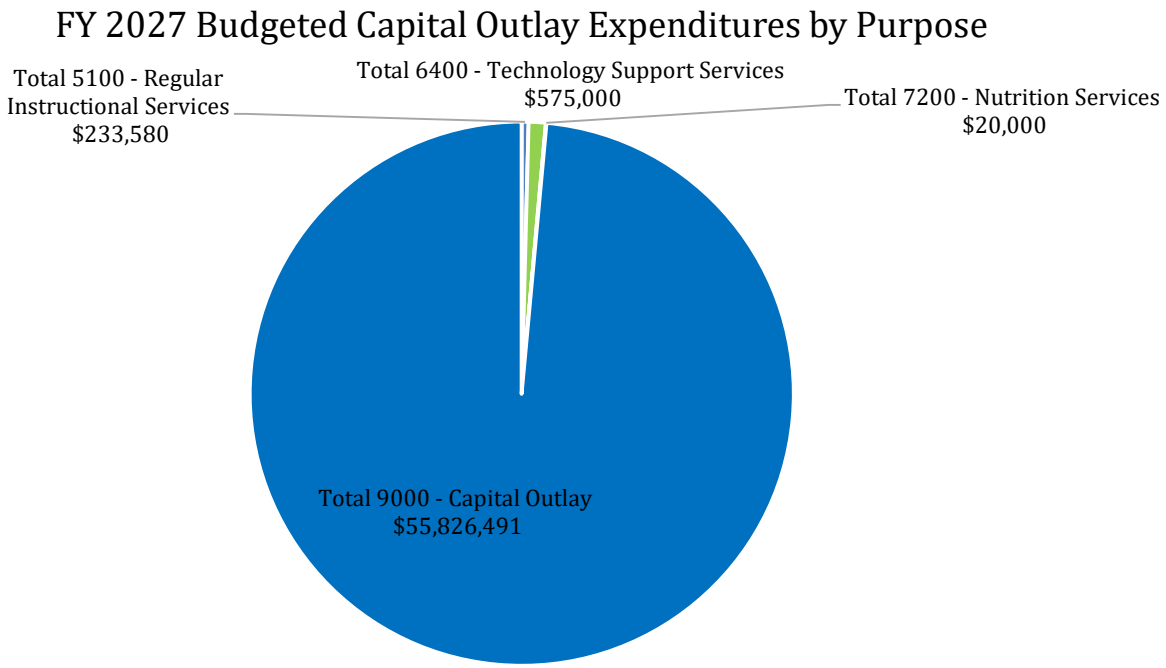
| | Budgeted FY 2027 | Linear Regression Projection FY 2028 | Linear Regression Projection 2029 | Linear Regression Projection FY 2030 |
|---|---|---|---|---|
| **Revenues (by Source)** | | | | |
| Revenues from State Sources | $ 175,000 | $ - | $ - | $ - |
| Revenues from Federal Sources | - | 2,139,792 | 2,408,273 | - |
| Revenues from Local Sources | 56,480,071 | 52,298,928 | 58,803,157 | 65,307,386 |
| Transfers in/Fund Balance Appropriated | - | - | - | - |
| **Total Revenues** | **$56,655,071** | **$ 54,438,720** | **$ 61,211,430** | **$ 65,307,386** |
| | | | | |
| **Expenditures (by Object)** | | | | |
| (100) Salaries | $ - | $ 302,629 | $ 311,708 | $ 321,060 |
| (200) Employer Provided Benefits | - | 124,802 | 128,546 | 132,402 |
| (300) Purchased Services | 2,413,426 | 5,048,835 | 5,626,240 | 6,203,646 |
| (400) Supplies and Materials | 1,528,122 | 5,402,570 | 5,275,085 | 5,147,601 |
| (500) Capital Outlay | 52,713,523 | 41,364,381 | 46,918,166 | 52,471,951 |
| (700) Transfers out | - | - | - | - |
| **Total Expenditures** | **$ 56,655,071** | **$ 52,243,216** | **$ 58,259,746** | **$ 64,276,661** |

**Note:** These forecasts are strictly based on the statistical forecasting method of linear regression forecasting. This method does not account for external forces or qualitative data that may impact future funding levels. Therefore, these forecasts are not a prediction of the future but rather a deeper analysis of current funding and spending trends. For example, revenues with a linear forecast growing faster than the expenditures linear forecast would indicate sustainable spending trends. The opposite may indicate current spending trends are unsustainable. Both instances require more information and deeper analysis to be used in decision making processes.

## FY 2023-FY 2027 Capital Outlay Budgeted Expenditure Analysis






Budget Commentary:
The Capital Outlay Fund is funding that primarily comes from Orange County to improve and maintain the buildings around the District. The object code trends above show the introduction of the Carrboro Elementary School replacement project. A portion of the Capital Outlay Fund is allocated to identified projects and improvement in the Capital Investment Plan (CIP) each year. Major projects included in the approved CIP budget for the District is included below along with the funding sources to match the projects. Further information about completed, ongoing, and upcoming capital improvement projects can be found in the updates provided during the Finance and Facilities Committee meetings as well as in various Board of Education update items.

# FY 2027-36 Major Projects in the Capital Investment Plan (CIP)

## Major Projects

At the June 4th, 2024 Board meeting, the Board adopted the framework for new capital spending and asked that both districts submit bond plans based on their approved funding levels. These plans are to be based on the framework of the Woolpert Optimization Plan. This framework prioritizes replacing old facilities with new facilities and improving the educational adequacy of school buildings. The Bond and Supplemental Pay-Go funds would be used to fund these major projects. County Staff will work with both Districts to optimize the timeline of major projects. Any leftover funds from the the major projects can be reallocated to High Priority Needs.

| Funding Source | Current Year FY25-26 | Year 1 FY26-27 | Year 2 FY27-28 | Year 3 FY28-29 | Year 4 FY29-30 | Year 5 FY30-31 | Year 6 FY31-32 | Year 7 FY32-33 | Year 8 FY33-34 | Year 9 FY34-35 | Year 10 FY35-36 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Bond Funds | $5,300,000 | $51,483,000 | $51,547,000 | $0 | $0 | $774,130 | $65,595,870 | $0 | $0 | $0 | $0 |
| Pay-Go Funds | $0 | $3,046,000 | $8,983,000 | $1,112,648 | $6,540,000 | $6,780,000 | $5,360,000 | $8,205,600 | $3,971,214 | $9,101,537 | $6,660,000 |
| Totals | $5,300,000 | $54,529,000 | $60,530,000 | $1,112,648 | $6,540,000 | $7,554,130 | $70,955,870 | $8,205,600 | $3,971,214 | $9,101,537 | $6,660,000 |
| Total Cumulative Available Funding (All 10 Years) | | $229,159,999 | $174,630,999 | $114,100,999 | $112,988,351 | $106,448,351 | $98,894,221 | $27,938,351 | $19,732,751 | $15,761,537 | $6,660,000 |
| Total Programmed Activities (Spend-Down) | | $54,529,000 | $60,530,000 | $1,112,648 | $6,540,000 | $7,554,130 | $70,955,870 | $8,205,600 | $3,971,214 | $9,101,537 | $6,660,000 |
| Remaining Balance At Year End | | $174,630,999 | $114,100,999 | $112,988,351 | $106,448,351 | $98,894,221 | $27,938,351 | $19,732,751 | $15,761,537 | $6,660,000 | $0 |

| School | Activity | Current Year FY25-26 | Year 1 FY26-27 | Year 2 FY27-28 | Year 3 FY28-29 | Year 4 FY29-30 | Year 5 FY30-31 | Year 6 FY31-32 | Year 7 FY32-33 | Year 8 FY33-34 | Year 9 FY34-35 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Carrboro Elementary | Replacement School | $5,300,000 | $47,700,000 | | | | | | | | |
| Estes Hills Elementary | Replacement School | | | | $6,283,000 | $56,547,000 | | | | | |
| Frank Porter Graham Bilingüe School | Replacement School | | | | | | | $7,014,130 | $63,127,170 | | |
| McDougle Elementary | Low Slope Roof Replacement (Main Building) (W 2) | | | | | | | | | | |
| McDougle Middle School | Metal Roof Repair/Replacement (Main/Gym) (W 3) | | | | | | | | $4,461,594 | | |
| Chapel Hill High School | Modified Bitumen Roof Replacement (D) (W 2) | | | | | $6,000,000 | | | | | |
| Morris Grove Elementary | Fire Suppression Replacement (W 1) | | | | | | | $4,052,648 | | | |
| Rashkis Elementary | Fire Suppression Replacement (W 1) | | | | | | | | | $3,431,214 | |
| Mary Scroggs Elementary School | Fire Suppression Replacement (W 1) | | | | | | | | $3,204,006 | | |
| Mary Scroggs Elementary School | Metal Roof Repair (W 3) | | | | $572,648 | | | | | | |
| Ephesus Elementary | Roof Replacement (Main Building) (W 2) | | | | | | | | | | |
| District Wide | Bond Contingency | | | | | | | $2,468,700 | | | |
| Phillips Middle School | Ductwork Replacement (Main/Auditorium) (W 3) | | | | | | | | | | $2,746,208 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Phillips Middle School | HVAC WSHP/Pump Replacement (Main) (W 4 to 2) | | | | | | | | | | $1,445,845 |
| District Wide | Pay-Go Contingency | | | $3,443,000 | | | | $767,352 | | | $4,369,484 |
| Seawell Elementary | Sidewalks/Concrete Replacement (Campus) (W 4) | | | | | | | | | | |
| Phillips Middle School | Roof Exhaust Replacement (Main) (W 4) | | | | | | | | | | |
| Smith Middle School | Roof Exhaust Replacement (Main) (W 4) | | | | | | | | | | |
| East Chapel Hill High School | Science Fume Hood Replacement (W 4) | | | | | | | | | | |
| East Chapel Hill High School | Make-up air Replacement (Main Building) (W 4) | | | | | | | | | | |
| Grey Culbreth Middle School | Sink/Toilets/Shower Replacement (Main) (W 4) | | | | | | | | | | |
| Grey Culbreth Middle School | Install ADA Compliant Curb Ramp (W 4) | | | | | | | | | | |
| District Wide | Project Management | $278,400 | $546,000 | $540,000 | $540,000 | $540,000 | $540,000 | $540,000 | $540,000 | $540,000 | $540,000 |

# Other Local Revenues Fund

| | Final FY 2023 | Final FY 2024 | Final FY 2025 | Final FY 2026 | Budgeted FY 2027 |
|---|---|---|---|---|---|
| **Revenues (by Source)** | | | | | |
| Revenues from State Sources | $ 700,000 | $ 1,053,647 | $ 602,140 | $ 642,821 | $ 600,000 |
| Revenues from Federal Sources | 2,968,421 | 3,383,026 | 3,554,012 | 3,658,819 | 3,894,279 |
| Revenues from Local Sources | 5,578,578 | 5,468,005 | 4,583,950 | 4,703,335 | 5,024,690 |
| Transfers in/Fund Balance Appropriated | 93,817 | - | 217,764 | - | - |
| **Total Revenues** | **$ 9,340,816** | **$ 9,904,678** | **$ 8,957,866** | **$ 9,004,975** | **$ 9,518,969** |
| | | | | | |
| **Expenditures (by Object)** | | | | | |
| (100) Salaries | $ 4,589,067 | $ 4,803,751 | $ 3,896,019 | $ 4,834,425 | $ 5,559,061 |
| (200) Employer Provided Benefits | 1,348,891 | 1,744,546 | 1,374,792 | 283,652 | 357,829 |
| (300) Purchased Services | 2,904,288 | 3,066,766 | 3,611,150 | 3,667,464 | 3,502,579 |
| (400) Supplies and Materials | 498,570 | 289,615 | 75,905 | 195,015 | 99,500 |
| (500) Capital Outlay | - | - | - | 24,420 | - |
| (700) Transfers out | - | - | - | - | - |
| **Total Expenditures** | **$ 9,340,816** | **$ 9,904,678** | **$ 8,957,866** | **$ 9,004,975** | **$ 9,518,969** |

| | Final FY 2023 | Final FY 2024 | Final FY 2025 | Final FY 2026 | Budgeted FY 2027 |
|---|---|---|---|---|---|
| **Revenues (by Source)** | | | | | |
| Revenues from State Sources | $ 700,000 | $ 1,053,647 | $ 602,140 | $ 642,821 | $ 600,000 |
| Revenues from Federal Sources | 2,968,421 | 3,383,026 | 3,554,012 | 3,658,819 | 3,894,279 |
| Revenues from Local Sources | 5,578,578 | 5,468,005 | 4,583,950 | 4,703,335 | 5,024,690 |
| Transfers in/Fund Balance Appropriated | 93,817 | - | 217,764 | - | - |
| **Total Revenues** | **$ 9,340,816** | **$ 9,904,678** | **$ 8,957,866** | **$ 9,004,975** | **$ 9,518,969** |
| | | | | | |
| **Expenditures (by Purpose)** | | | | | |
| 5110-Regular Curricular Services | $ 283,598 | $ 416,854 | $ 885,748 | $ 380,818 | $ 231,000 |
| **Total 5100 - Regular Instructional Services** | **283,598** | **416,854** | **885,748** | **380,818** | **231,000** |
| | | | | | |
| 5210-Children with Disabilities Curricular Services | 1,035,226 | 1,755,926 | 1,156,702 | 1,266,446 | 1,278,000 |
| 5230-Pre-K Children with Disabilities Curricular Services | 415,618 | 346,567 | 320,046 | 286,100 | 275,000 |
| 5240-Speech & Language Pathological Services | 76,543 | - | - | - | - |
| 5270-LEP Services | - | 2,687 | - | - | - |
| **Total 5200 - Special Population Services** | **1,527,387** | **2,105,180** | **1,476,748** | **1,552,546** | **1,553,000** |
| | | | | | |
| 5320-Attendance & Social Work Services | 524,093 | 882,846 | 1,030,660 | 890,577 | 1,125,000 |
| 5330-Remedial & Suppl K-12 Services | 138,367 | 212,988 | 268,830 | 195,340 | 207,000 |
| 5340-Pre-K Readiness/Remedial & Supplemental | 2,413,686 | 2,557,009 | 2,393,652 | 2,783,783 | 2,915,279 |
| 5353-Summer School Instruction | 232,726 | 303,508 | - | - | - |
| **Total 5300 - Alternative Program Services** | **3,308,872** | **3,956,351** | **3,693,142** | **3,869,700** | **4,247,279** |
| | | | | | |
| 5503-School Clubs and Other Student Organizations | - | 300 | - | - | - |
| **Total 5500 – Co-curricular Services** | **-** | **300** | **-** | **-** | **-** |
| | | | | | |
| 5830-Guidance Services | 160,000 | 195,625 | 208,830 | - | - |
| 5840-Health Services | 1,278,000 | 2,539,614 | 1,711,405 | 1,926,779 | 1,908,690 |
| 5841-Abc/Stud Health Services | 37,000 | 40,000 | 40,000 | 25,000 | 20,000 |
| 5850-Safety and Security Support | 570,000 | 656,331 | 814,081 | 960,681 | 900,000 |
| 5870-Staff Development | 3,030,975 | 146,544 | 29,300 | 1,335 | - |
| **Total 5800 - School-Based Services** | **5,075,975** | **3,578,113** | **2,803,616** | **2,913,795** | **2,828,690** |

| | | | | | |
|---|---|---|---|---|---|
| 6110-Regular Curricular Support and Development Services | 105,365 | 141,662 | - | - | - |
| **Total 6100 - Support and Development Services** | **105,365** | **141,662** | **-** | **-** | **-** |
| 6207-LEP Support and Development Services | 126,179 | 135,000 | - | - | - |
| **Total 6200 - Special Population Support and Development Services** | **126,179** | **135,000** | **-** | **-** | **-** |
| 6304-Pre-K Readiness/Remedial and Supplemental Support Services | 102,509 | 105,235 | 129,878 | 258,822 | 254,000 |
| **Total 6300 - Alternative Programs and Services Support and Development Services** | **102,509** | **105,235** | **129,878** | **258,822** | **254,000** |
| 6520-Printing and Copying Services | - | - | - | - | - |
| 6550-Transportation of Pupils | - | - | - | - | 375,000 |
| **Total 6500 - Operational Support Services** | **-** | **-** | **-** | **-** | **375,000** |
| 6610-Financial Services | - | 100 | - | - | - |
| **Total 6600 - Financial and Human Resource Services** | **-** | **100** | **-** | **-** | **-** |
| 6840-Health Support Services | - | - | 3,000 | - | - |
| **Total 6800 - System-wide Pupil Support Services** | **-** | **-** | **3,000** | **-** | **-** |
| 6940-Leadership Services | 170,106 | 86,028 | - | - | - |
| 6942-Office of Asst. Supt. For Instruction | 89,500 | - | - | - | - |
| 6945-Office of Strategic Planning | - | 10,000 | - | - | - |
| **Total 6900 - Policy, Leadership, and Public Relations Services** | **259,606** | **96,028** | **-** | **-** | **-** |
| 8100-Payments to Other Governments & Transfers of Funds | 49,187 | 72,000 | 44,399 | 29,294 | 30,000 |
| **Total 8100 - Payments to Other Governmental Units** | **49,187** | **72,000** | **44,399** | **29,294** | **30,000** |
| **Total Expenditures** | **$ 9,340,816** | **$ 9,904,678** | **$ 8,957,866** | **$ 9,004,975** | **$ 9,518,969** |

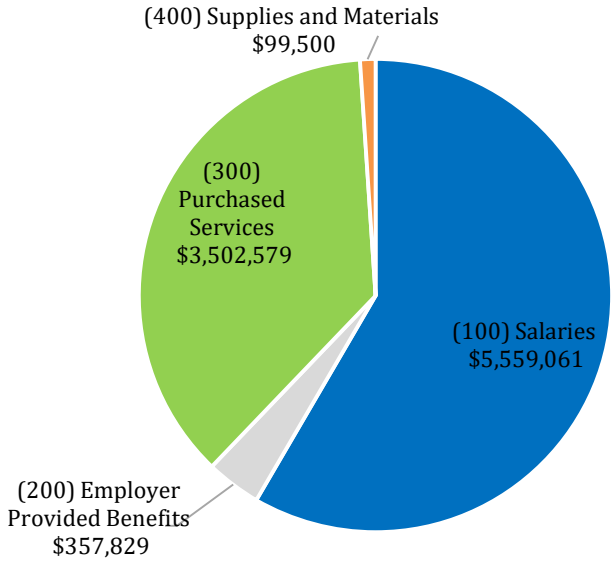
# FY 2027-FY 2030 Other Local Revenues Fund Forecast (Trend Analysis)

| | Budgeted FY 2027 | Linear Regression Projection FY 2028 | Linear Regression Projection 2029 | Linear Regression Projection FY 2030 |
|---|---|---|---|---|
| **Revenues (by Source)** | | | | |
| Revenues from State Sources | $ 600,000 | $ 536,474 | $ 475,391 | $ 414,309 |
| Revenues from Federal Sources | 3,894,279 | 4,129,964 | 4,342,715 | 4,555,466 |
| Revenues from Local Sources | 5,024,690 | 4,509,978 | 4,322,733 | 4,135,489 |
| Transfers in/Fund Balance Appropriated | - | - | - | - |
| **Total Revenues** | **$ 9,518,969** | **$ 9,176,416** | **$ 9,140,839** | **$ 9,105,263** |
| | | | | |
| **Expenditures (by Object)** | | | | |
| (100) Salaries | $ 5,559,061 | $ 4,979,458 | $ 5,128,841 | $ 5,282,707 |
| (200) Employer Provided Benefits | 357,829 | 292,162 | 300,926 | 309,954 |
| (300) Purchased Services | 3,502,579 | 3,889,633 | 4,069,361 | 4,249,089 |
| (400) Supplies and Materials | 99,500 | (36,101) | (125,375) | (214,649) |
| (500) Capital Outlay | - | - | - | - |
| (700) Transfers out | - | - | - | - |
| **Total Expenditures** | **$ 9,518,969** | **$ 9,125,152** | **$ 9,373,754** | **$ 9,627,101** |

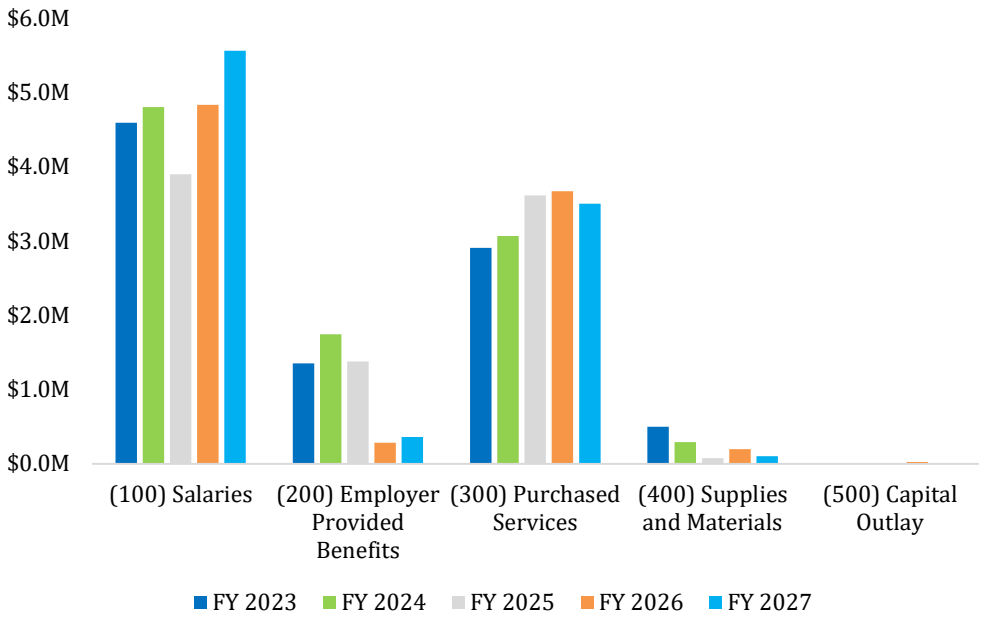
**Note:** These forecasts are strictly based on the statistical forecasting method of linear regression forecasting. This method does not account for external forces or qualitative data that may impact future funding levels. Therefore, these forecasts are not a prediction of the future but rather a deeper analysis of current funding and spending trends. For example, revenues with a linear forecast growing faster than the expenditures linear forecast would indicate sustainable spending trends. The opposite may indicate current spending trends are unsustainable. Both instances require more information and deeper analysis to be used in decision making processes.

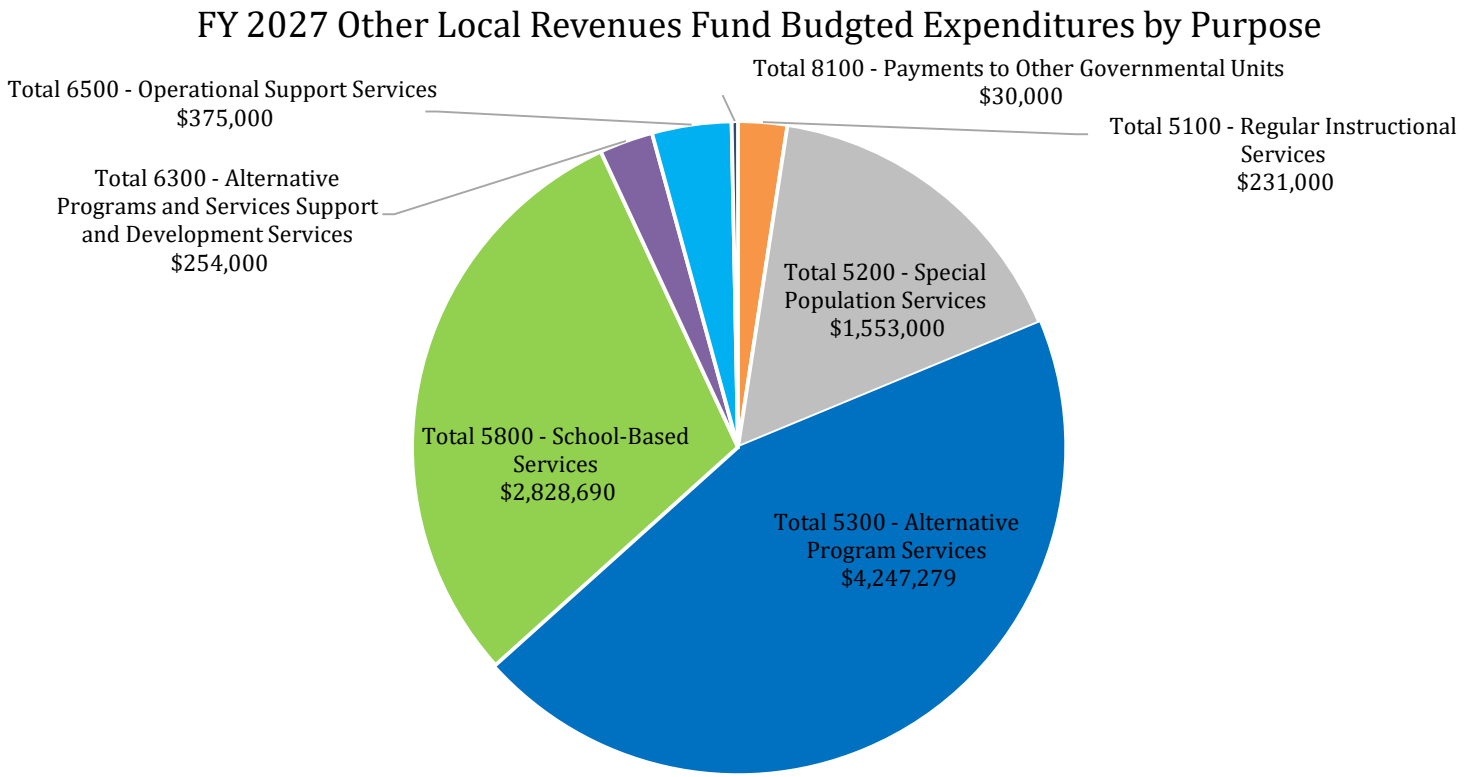
# FY 2023-FY 2027 Other Local Revenues Fund Budgeted Expenditure Analysis

## FY 2027 Other Local Revenues Fund Budgeted Expenditures by Object




## Five Year Trend by Object




FY 2027 Other Local Revenues Fund Budgted Expenditures by Purpose
Total 8100 - Payments to Other Governmental Units
$30,000
Total 6500 - Operational Support Services
$375,000
Total 5100 - Regular Instructional Services
$231,000
Total 6300 - Alternative Programs and Services Support and Development Services
$254,000
Total 5200 - Special Population Services
$1,553,000
Total 5800 - School-Based Services
$2,828,690
Total 5300 - Alternative Program Services
$4,247,279

# Summary Data for Individual Funds

Actual FY 2023 – Projected FY 2030
Revenues by Source and Expenditures by Object and Purpose (Level Three Data)

# Child Nutrition Fund

| | Final FY 2023 | Final FY 2024 | Final FY 2025 | Final FY 2026 | Budgeted FY 2027 |
|---|---|---|---|---|---|
| **Revenues (by Source)** | | | | | |
| Revenues from State Sources | $ - | $ - | $ - | $ - | $ - |
| Revenues from Federal Sources | 2,552,300 | 2,892,300 | 2,844,669 | 2,844,669 | 2,557,369 |
| Revenues from Local Sources | 1,967,000 | 1,967,000 | 2,028,570 | 2,028,570 | 1,991,918 |
| Transfers in/Fund Balance Appropriated | 73,633 | 73,633 | 79,017 | 79,017 | - |
| **Total Revenues** | **$ 4,592,933** | **$ 4,932,933** | **$ 4,952,256** | **$ 4,952,256** | **$ 4,549,287** |
| **Expenditures (by Object)** | | | | | |
| (100) Salaries | $ 731,500 | $ 731,500 | $ 525,640 | $ 525,640 | $ 202,841 |
| (200) Employer Provided Benefits | 288,000 | 288,000 | 230,166 | 230,166 | 99,541 |
| (300) Purchased Services | 3,159,034 | 3,481,034 | 3,796,133 | 3,913,758 | 3,891,133 |
| (400) Supplies and Materials | 152,683 | 200,683 | 216,300 | 131,050 | 210,772 |
| (500) Capital Outlay | 261,716 | 231,716 | 184,017 | 151,642 | 145,000 |
| (700) Transfers out | - | - | - | - | - |
| **Total Expenditures** | **$ 4,592,933** | **$ 4,932,933** | **$ 4,952,256** | **$ 4,952,256** | **$ 4,549,287** |

| | Final FY 2023 | Final FY 2024 | Final FY 2025 | Final FY 2026 | Budgeted FY 2027 |
|---|---|---|---|---|---|
| **Revenues (by Source)** | | | | | |
| Revenues from State Sources | $ - | $ - | $ - | $ - | $ - |
| Revenues from Federal Sources | 2,552,300 | 2,892,300 | 2,844,669 | 2,844,669 | 2,557,369 |
| Revenues from Local Sources | 1,967,000 | 1,967,000 | 2,028,570 | 2,028,570 | 1,991,918 |
| Transfers in/Fund Balance Appropriated | 73,633 | 73,633 | 79,017 | 79,017 | - |
| **Total Revenues** | **$ 4,592,933** | **$ 4,932,933** | **$ 4,952,256** | **$ 4,952,256** | **$ 4,549,287** |
| | | | | | |
| **Expenditures (by Purpose)** | | | | | |
| 7200-Nutrition Services | $ 4,389,633 | $ 4,887,776 | $ 4,897,256 | $ 4,897,256 | $ 4,509,287 |
| **Total 7200 - Nutrition Services** | **4,389,633** | **4,887,776** | **4,897,256** | **4,897,256** | **4,509,287** |
| | | | | | |
| 8100-Payments to Other Governments & Transfers of Funds | 203,300 | 45,157 | 55,000 | 55,000 | 40,000 |
| **Total 8100 - Payments to Other Governmental Units** | **203,300** | **45,157** | **55,000** | **55,000** | **40,000** |
| | | | | | |
| **Total Expenditures** | **$ 4,592,933** | **$ 4,932,933** | **$ 4,952,256** | **$ 4,952,256** | **$ 4,549,287** |

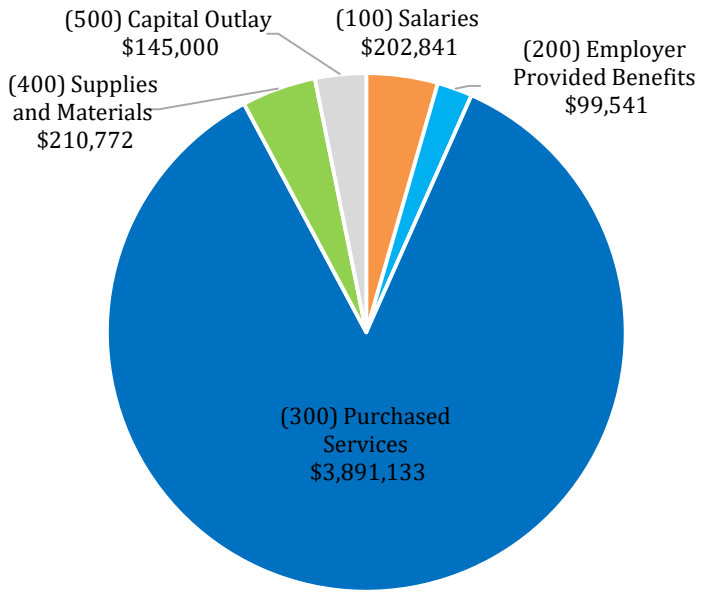
# FY 2027-FY 2030 Child Nutrition Fund Forecast (Trend Analysis)

| | Budgeted FY 2027 | Linear Regression Projection FY 2028 | Linear Regression Projection 2029 | Linear Regression Projection FY 2030 |
|---|---|---|---|---|
| **Revenues (by Source)** | | | | |
| Revenues from State Sources | $ - | $ - | $ - | $ - |
| Revenues from Federal Sources | 2,557,369 | 2,727,014 | 2,723,264 | 2,719,515 |
| Revenues from Local Sources | 1,991,918 | 2,030,033 | 2,041,174 | 2,052,315 |
| Transfers in/Fund Balance Appropriated | - | - | - | - |
| **Total Revenues** | **$ 4,549,287** | **$ 4,757,047** | **$ 4,764,438** | **$ 4,771,830** |
| **Expenditures (by Object)** | | | | |
| (100) Salaries | $ 202,841 | $ 541,409 | $ 557,651 | $ 574,381 |
| (200) Employer Provided Benefits | 99,541 | 237,071 | 244,183 | 251,509 |
| (300) Purchased Services | 3,891,133 | 4,217,295 | 4,406,987 | 4,596,679 |
| (400) Supplies and Materials | 210,772 | 196,261 | 200,916 | 205,570 |
| (500) Capital Outlay | 145,000 | - | - | - |
| (700) Transfers out | - | - | - | - |
| **Total Expenditures** | **$ 4,549,287** | **$ 5,192,036** | **$ 5,409,737** | **$ 5,628,139** |

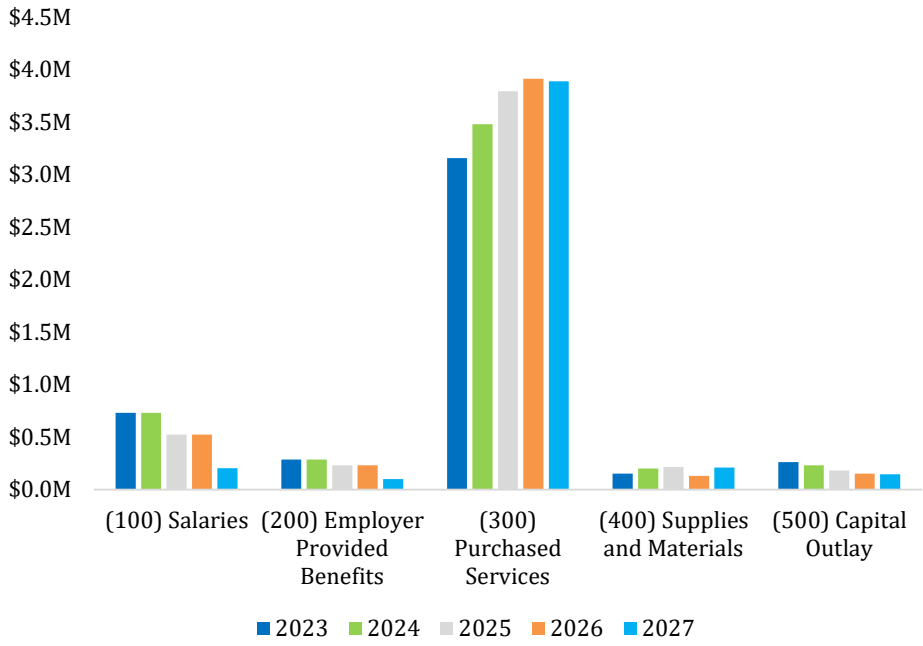
**Note:** These forecasts are strictly based on the statistical forecasting method of linear regression forecasting. This method does not account for external forces or qualitative data that may impact future funding levels. Therefore, these forecasts are not a prediction of the future but rather a deeper analysis of current funding and spending trends. For example, revenues with a linear forecast growing faster than the expenditures linear forecast would indicate sustainable spending trends. The opposite may indicate current spending trends are unsustainable. Both instances require more information and deeper analysis to be used in decision making processes.

## FY 2023-FY 2027 Child Nutrition Budgeted Expenditure Analysis

### FY 2027 Budgeted Child Nutrition Expenditures by Object




### Five Year Trends by Object



# Community Schools Fund

| | Final FY 2023 | Final FY 2024 | Final FY 2025 | Final FY 2026 | Budgeted FY 2027 |
|---|---|---|---|---|---|
| **Revenues (by Source)** | | | | | |
| Revenues from State Sources | $ - | $ - | $ - | $ - | $ - |
| Revenues from Federal Sources | - | - | 82,000 | - | - |
| Revenues from Local Sources | 1,931,189 | 2,192,898 | 2,512,949 | 2,512,949 | 2,364,005 |
| Transfers in/Fund Balance Appropriated | 51,608 | 224,899 | - | - | - |
| **Total Revenues** | **$ 1,982,797** | **$ 2,417,797** | **$ 2,594,949** | **$ 2,512,949** | **$ 2,364,005** |
| | | | | | |
| **Expenditures (by Object)** | | | | | |
| (100) Salaries | $ 1,298,633 | $ 1,641,321 | $ 1,494,785 | $ 1,494,785 | $ 1,441,974 |
| (200) Employer Provided Benefits | 250,605 | 433,597 | 491,407 | 491,407 | 555,041 |
| (300) Purchased Services | 281,979 | 197,189 | 463,067 | 381,067 | 221,300 |
| (400) Supplies and Materials | 151,580 | 145,690 | 145,690 | 145,690 | 145,690 |
| (500) Capital Outlay | - | - | - | - | - |
| (700) Transfers out | - | - | - | - | - |
| **Total Expenditures** | **$ 1,982,797** | **$ 2,417,797** | **$ 2,594,949** | **$ 2,512,949** | **$ 2,364,005** |

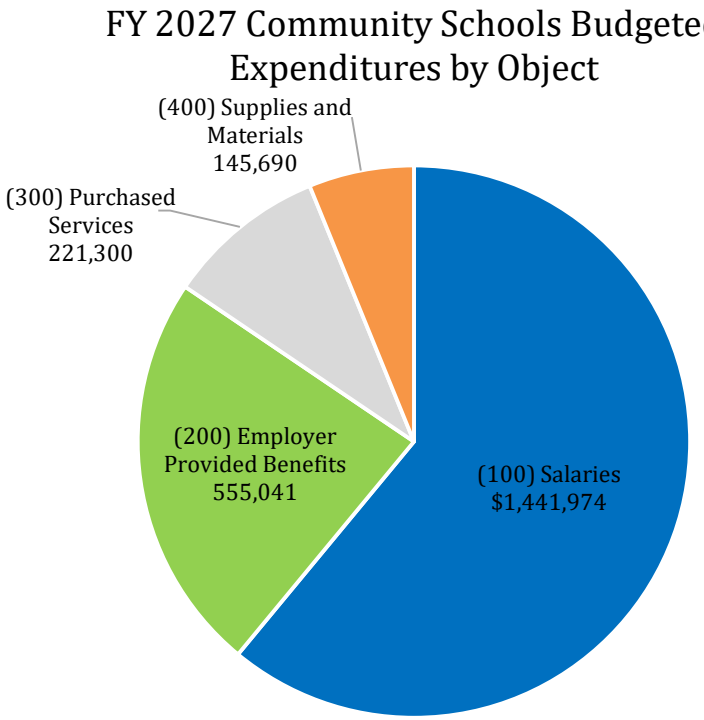
| | Final FY 2023 | Final FY 2024 | Final FY 2025 | Final FY 2026 | Budgeted FY 2027 |
|---|---|---|---|---|---|
| **Revenues (by Source)** | | | | | |
| Revenues from State Sources | $ - | $ - | $ - | $ - | $ - |
| Revenues from Federal Sources | - | - | 82,000 | - | - |
| Revenues from Local Sources | 1,931,189 | 2,192,898 | 2,512,949 | 2,512,949 | 2,364,005 |
| Transfers in/Fund Balance Appropriated | 51,608 | 224,899 | - | - | - |
| **Total Revenues** | **$ 1,982,797** | **$ 2,417,797** | **$ 2,594,949** | **$ 2,512,949** | **$ 2,364,005** |
| | | | | | |
| **Expenditures (by Purpose)** | | | | | |
| 7100-Community Services | $ 1,779,049 | $ 2,417,797 | $ 2,594,949 | $ 2,369,812 | $ 2,220,505 |
| **Total 7100 - Community Services** | **1,779,049** | **2,417,797** | **2,594,949** | **2,369,812** | **2,220,505** |
| | | | | | |
| 8100-Payments to Other Governments & Transfers of Funds | 203,748 | - | - | 143,137 | 143,500 |
| **Total 8100 - Payments to Other Governmental Units** | **203,748** | **-** | **-** | **143,137** | **143,500** |
| | | | | | |
| **Total Expenditures** | **$ 1,982,797** | **$ 2,417,797** | **$ 2,594,949** | **$ 2,512,949** | **$ 2,364,005** |

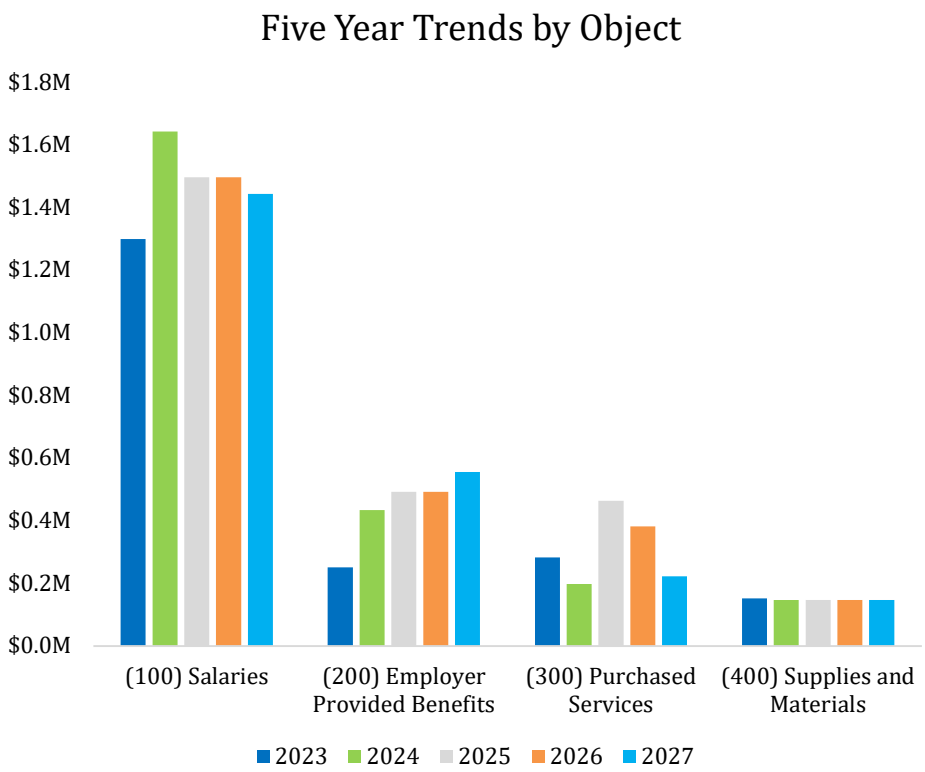
# FY 2027-FY 2030 Community Schools Fund Forecast (Trend Analysis)

| | Budgeted FY 2027 | Linear Regression Projection FY 2028 | Linear Regression Projection 2029 | Linear Regression Projection FY 2030 |
|---|---|---|---|---|
| **Revenues (by Source)** | | | | |
| Revenues from State Sources | $ - | $ - | $ - | $ - |
| Revenues from Federal Sources | - | - | - | - |
| Revenues from Local Sources | 2,364,005 | 2,658,503 | 2,777,071 | 2,895,640 |
| Transfers in/Fund Balance Appropriated | - | - | - | - |
| **Total Revenues** | **$ 2,364,005** | **$ 2,658,503** | **$ 2,777,071** | **$ 2,895,640** |
| | | | | |
| **Expenditures (by Object)** | | | | |
| (100) Salaries | $ 1,441,974 | $ 1,539,629 | $ 1,585,817 | $ 1,633,392 |
| (200) Employer Provided Benefits | 555,041 | 506,149 | 521,334 | 536,974 |
| (300) Purchased Services | 221,300 | 327,676 | 333,928 | 340,180 |
| (400) Supplies and Materials | 145,690 | 143,334 | 142,156 | 140,978 |
| (500) Capital Outlay | - | - | - | - |
| (700) Transfers out | - | - | - | - |
| **Total Expenditures** | **$ 2,364,005** | **$ 2,516,788** | **$ 2,583,235** | **$ 2,651,524** |

**Note:** These forecasts are strictly based on the statistical forecasting method of linear regression forecasting. This method does not account for external forces or qualitative data that may impact future funding levels. Therefore, these forecasts are not a prediction of the future but rather a deeper analysis of current funding and spending trends. For example, revenues with a linear forecast growing faster than the expenditures linear forecast would indicate sustainable spending trends. The opposite may indicate current spending trends are unsustainable. Both instances require more information and deeper analysis to be used in decision making processes.

# FY2023-2027 Community Schools Budgeted Expenditure Analysis



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# INFORMATIONAL SECTION




Chapel Hill – Carrboro City Schools
750 S Merritt Mill Road, Chapel Hill, NC 27516
Web Site: chccs.org
Prepared by the Business and Financial Services Division
(919) 967-8211

## Roadmap to the Informational Section

The Informational Section of this budget document provides even deeper statistical information that supplements and indirectly shapes the overall budget for the district. First is an analysis of the tax base, rates, and effects on the average tax payer in Orange County. The taxes collected by Orange County are the base of the funding in the District's Local Operating Budget. Next is an analysis of the District's student enrollments. These trends shape many aspects of the budget that are allocated per pupil and based on the enrollment levels. Following that are several tables outlining personnel, relevant bond information, and District performance measures. These are all important supplemental pieces of information about how the District operates efficiently and the student outcomes that are produced. The final parts of the section are a glossary of acronyms and a glossary of various terms that were used throughout the document.

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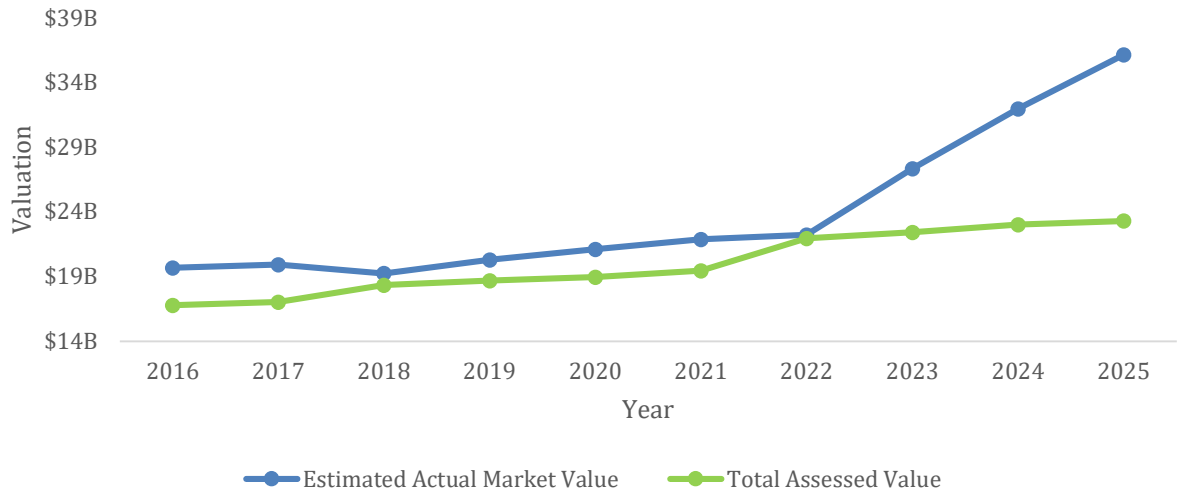
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## Assessed Value of Taxable Property (Historical)

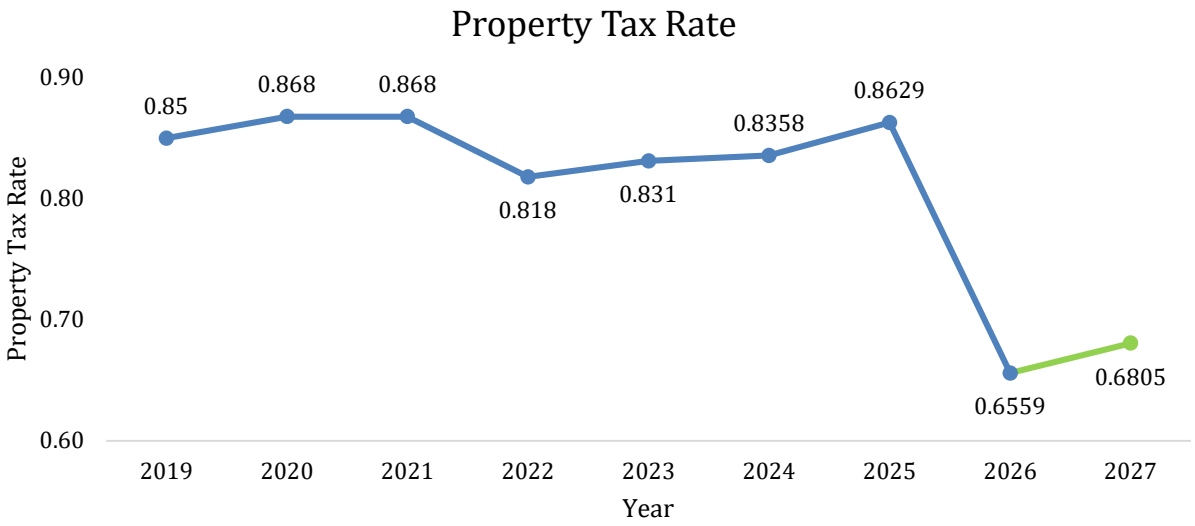
Real property taxes are levied on the assessed value of real estate owned by businesses, individuals, and public service corporations. Personal property taxes are levied on the assessed market value of tangible property such as vehicles, mobile homes, heavy equipment, machinery, and tools. Real property tax assessments are conducted by the County Assessor, while personal property assessments are conducted by the Commissioner of the Revenue. Both real and personal property taxes are levied on 100% of assessed market value. Rates are established per $100 of assessed value. The total tax base and tax rates for Orange County over the last 10 fiscal years are summarized below:

| Fiscal Year | Real Property | Personal Property | Public-Service Companies | Less Tax-Exempt Property | Total Assessed Value | Direct Tax Rate | Estimated Actual Market Value | Assessed Value as % of Actual Value |
|---|---|---|---|---|---|---|---|---|
| 2025 | 20,663,526,391 | 2,224,043,539 | 428,558,631 | 86,592,786 | 23,316,128,561 | 0.8629 | 36,177,080,777 | 64.45% |
| 2024 | 20,399,712,524 | 2,208,133,210 | 411,484,411 | 84,064,353 | 23,019,330,145 | 0.8353 | 31,984,397,417 | 69.47% |
| 2023 | 20,915,506,497 | 1,504,996,150 | 386,793,191 | 81,256,223 | 22,421,502,597 | 0.8312 | 27,353,303,156 | 81.97% |
| 2022 | 19,776,883,656 | 1,884,947,740 | 364,879,155 | 82,177,022 | 21,944,533,529 | 0.8187 | 22,233,569,938 | 98.70% |
| 2021 | 17,333,962,055 | 1,769,659,485 | 346,332,873 | 77,934,293 | 19,449,954,413 | 0.8679 | 21,885,849,476 | 88.87% |
| 2020 | 16,974,899,491 | 1,726,673,593 | 337,564,917 | 82,646,419 | 18,956,491,582 | 0.8679 | 21,116,733,410 | 89.77% |
| 2019 | 16,603,198,106 | 1,821,061,820 | 337,735,426 | 80,381,765 | 18,681,613,587 | 0.8504 | 20,299,482,328 | 92.03% |
| 2018 | 16,385,248,774 | 1,711,150,366 | 315,583,138 | 81,081,408 | 18,330,900,870 | 0.8377 | 19,247,060,972 | 95.24% |
| 2017 | 15,168,750,327 | 1,620,578,558 | 306,434,830 | 71,244,631 | 17,024,519,084 | 0.8780 | 19,932,700,016 | 85.41% |
| 2016 | 15,020,157,254 | 1,442,897,338 | 382,744,805 | 67,617,005 | 16,778,182,392 | 0.8780 | 19,676,536,170 | 85.27% |

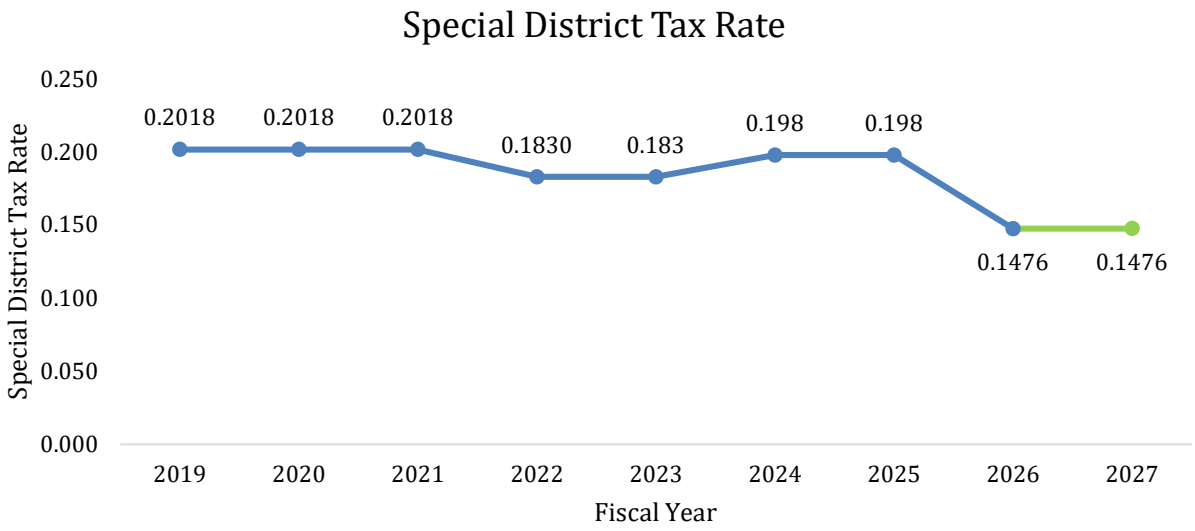
*Source: Orange County Comprehensive Annual Report for the Fiscal Year 2024-25*



There are two tax rates that are critical to the funding of our school district. These tax rates are managed and set by the Orange County Government during their annual budget adoption. The first rate to consider is the property tax rate (direct tax). The property rate is levied per $100 of assessed value of the property. It is the primary revenue source for the County comprising of over 70% of revenues in the General Fund. The table below shows the property tax rate trend since 2019:




The second critical funding source for the school district comes in the form of the Special District Tax. This tax is levied per $100 of assessed property value for tax payers located in the Chapel Hill-Carrboro City Schools District. The table below shows the Special District Tax rate trends since 2019:

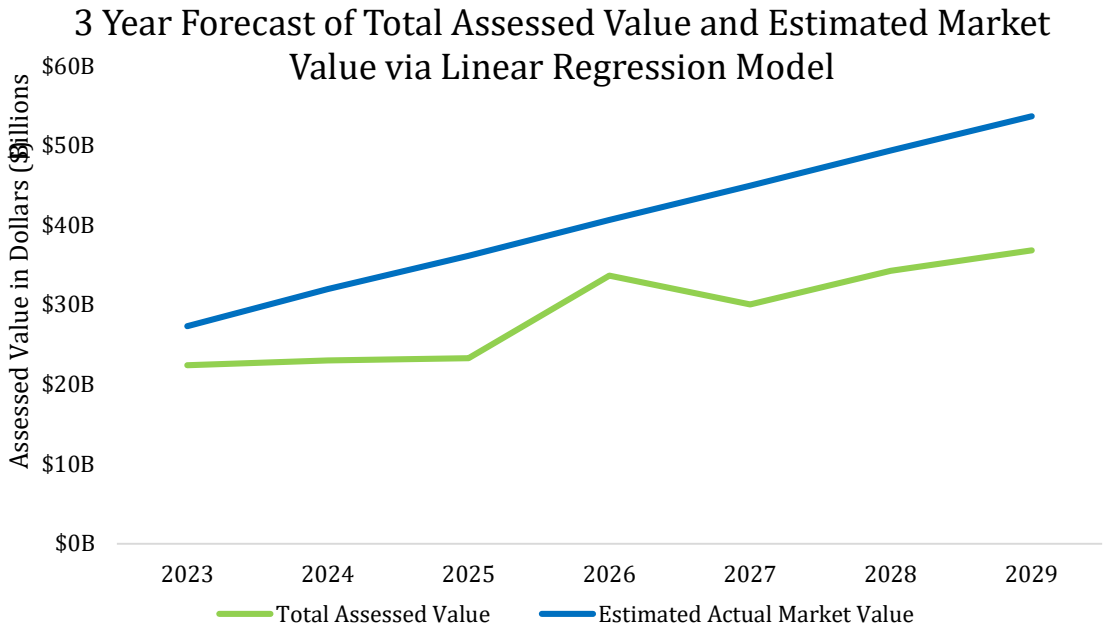


## 3 Year Projection of the Assessed Value of Taxable Property

The FY 2026-27 Orange County Commissioner Approved Annual Operating Budget states, "Taxes in this category reflect all taxable property valued as of January 2026. Revenues generated by current taxes are based on a tax rate of 68.05 cents per $100 assessed valuation. This represents an approved tax rate increase of 4.22 over fiscal year 2025-26's rate. The County's budgeted real property tax base, personal and public utility tax base is projected to be $32.1 billion for the 2026-27 fiscal year. The other component of the County's tax base is Motor Vehicles which is budgeted at $1.9 billion in valuation."

| Type | Fiscal Year | Total Assessed Value | Estimated Actual Market Value |
|---|---|---|---|
| Actual | 2023 | 22,421,502,597 | 27,353,303,156 |
| Actual | 2024 | 23,019,330,145 | 31,984,397,417 |
| Actual | 2025 | 23,316,128,561 | 36,177,080,777 |
| *County Estimate** | 2026 | 33,656,658,801 | *40,662,038,071* |
| *Projection* | *2027* | *30,069,911,705* | *44,952,146,076* |
| *Projection* | *2028* | *34,276,950,424* | *49,372,153,607* |
| *Projection* | *2029* | *36,870,365,111* | *53,705,561,453* |

**Source: Orange County FY 2026-27 Commissioner Approved Annual Operating Budget*
*Note: The projections are made based on historical data and estimates in the FY 2026-27 Orange County Commissioner's Approved Budget*



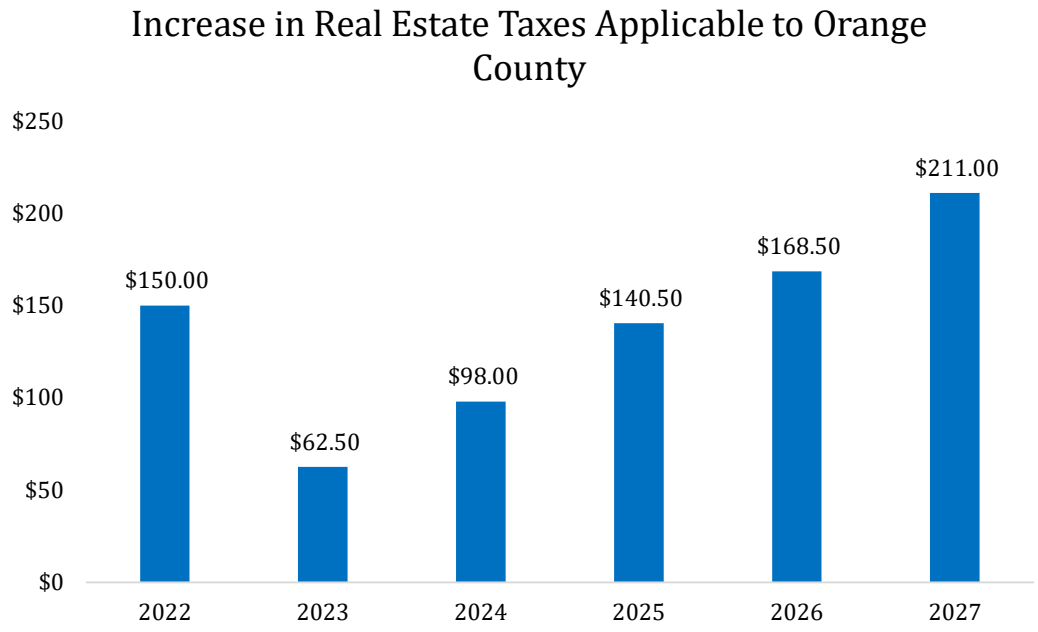

**District Projections made based on historical data and estimates in the FY 2026-27 Orange County Commissioner's Approved Budget*

## Tax Rate's Effect on the Average Taxpayer

Provided below is the historical and projected impact of the total direct tax rate levied by Orange County each fiscal year on a home in the Chapel Hill – Carrboro City Schools district valued at $500,000. According to the North Carolina Department of Revenue (NCDOR), to properly calculate the tax bill on a property, "Multiply the applicable county and municipal/district combined tax rate to the county tax appraisal of the property." Assuming the average county tax appraisal remained at $500,000 each year the effects of the historical and projected tax rates on the average taxpayer are as follows:

| | | | | | *Current Year* |
|---|---|---|---|---|---|
| | **2023** | **2024** | **2025** | **2026** | **2027** |
| Home Value at $500,000 | $ 500,000 | $ 500,000 | $ 500,000 | $ 500,000 | $ 500,000 |
| Chapel Hill - Carrboro City Schools Special District Tax Increase above the Revenue Neutral Rate (cents) | - | 1.50¢ | - | 0.42¢ | - |
| Total Direct Tax Rate (per $100) Increase Above the Revenue Neutral Rate (cents) | 1.25¢ | 0.46¢ | 2.81¢ | 2.95¢ | 4.22¢ |
| Increase in Real Estate Taxes Applicable to Orange County | **$ 62.50** | **$ 98.00** | **$ 140.50** | **$ 168.50** | **$ 211.00** |

**Source: Orange County FY 2023-27 Commissioner Approved Annual Operating Budgets*



## Property Tax Rates and Collections in Orange County

*Current Taxes* – These taxes are the major revenue source in the General Fund comprising about 70% percent of the total General Fund revenue. Taxes in this category reflect all taxable property valued as of January 2026. Revenues generated by current taxes are based on a tax rate of 68.05 cents per $100 assessed valuation. This represents an approved tax rate increase of 4.22 over fiscal year 2025-26's rate. The County's budgeted real property tax base, personal and public utility tax base is projected to be $32.1 billion for the 2026-27 fiscal year. The other component of the County's tax base is Motor Vehicles which is budgeted at $1.9 billion in valuation.

*Delinquent Taxes* – Taxes in this category include amounts of unpaid collectible property taxes from prior years. The estimate is based on the outstanding levy for prior year taxes at a collection rate consistent with past performance.

*Interest on Delinquent Taxes* – These revenues are related to the interest charges established by State Statutes on unpaid property taxes. Interest begins on taxes due as of January 6 at an interest rate of two percent for the first month and for each month that taxes are due, but not paid, the interest rate equals three-fourths of one percent each month.

*Beer & Wine* – These revenues are related to the annual taxes North Carolina local governments levy on beer and wine sales.

Tax rate trends were presented with the assessed value of taxable property analysis. The proposed revenue estimates are based on the District's projections of the total direct tax rate. Below is a table of Orange County Revenues from FY 2023 through FY 2027:

| | FY 2023 | FY 2024 | FY 2025 | FY 2026 County Original Budget | FY 2027 Commissioner Approved |
|---|---|---|---|---|---|
| Property Taxes | $187,553,595 | $193,132,592 | $201,969,345 | $212,852,374 | $231,885,287 |
| Sales Tax | 43,396,780 | 42,643,725 | 44,139,012 | 44,145,403 | 45,346,787 |
| Licenses and Permits | 247,428 | 226,528 | 274,200 | 242,000 | 212,000 |
| Intergovernmental | 15,270,785 | 20,542,869 | 22,017,818 | 22,313,927 | 23,145,082 |
| Charges for Services | 14,248,687 | 13,912,281 | 15,103,690 | 16,005,107 | 15,971,934 |
| Investment Earnings | 1,809,873 | 2,362,680 | 1,800,000 | 1,800,000 | 1,800,000 |
| Miscellaneous | 5,136,799 | 3,734,876 | 1,000,011 | 956,775 | 1,393,160 |
| Transfers from Other Funds | 77,255 | 1,507,732 | 1,006,039 | 665,729 | 242,941 |
| Appropriated Fund Balance | - | - | 7,100,000 | 7,056,130 | 7,068,892 |
| **Total Revenue** | **$267,741,202** | **$278,063,284** | **$294,410,115** | **$306,037,445** | **$327,066,083** |

*Source: Orange County FY 2026-27 Commissioner Approved Annual Operating Budget*

## Alternative Tax Collections in Orange County

*Article 39 One Cent* - This is the original 1 percent local option sales tax levied by the County and is collected and distributed by the State based on local retail sales.

*Article 40 Half-Cent (1st Half Cent)* - Enacted by the County in late 1984, the State collects this revenue and returns it to local governments on a per capita basis. This revenue source is earmarked for both County and School capital projects and debt service.

*Article 42 Half-Cent (Additional Half Cent)* - The tax in this category is similar to the first half cent tax. The General Assembly authorized it in 1986. As with the Article 40 Sales tax, this tax is used to finance school and County capital projects, including debt service payment. There was a change in calculating Article 42 proceeds from a per capita to a point of sale formula during FY 2010-11.

*Article 44 Half Cent (Third Half Cent)* – Authorized by the General Assembly effective December 1, 2002, this tax replaced the reimbursements the State withheld from counties and cities, beginning in FY 2001-02. In FY 2007-08, the General Assembly enacted the Medicaid Relief/Sales Tax Swap (House Bill 1473), which phased out the County's share of Medicaid expenditures over a three-year period, from FY 2007-08 through FY 2009-10. In exchange, the County ceded Article 44 sales tax to the State beginning October 1, 2009. A small remainder of funds were provided back to the county each year through Article 44 section 524, which allocates a set percentage of sales tax revenue restricted to economic development, public education and community colleges.

*Article 44 Hold Harmless* — The North Carolina Department of Revenue reimburses the County with a hold harmless payment of the difference if expected Article 44 Sales Tax receipts do not replace State reimbursements to local entities that were repealed.

The table below shows historical values, the current year adopted values, and the proposed year values:

| | FY 2023 | FY 2024 | FY 2025 | FY 2026 Original Adopted | FY 2027 Commissioner Approved |
|---|---|---|---|---|---|
| Article 39 One Cent | $ 16,430,626 | $ 17,030,801 | $ 17,856,804 | $ 17,718,846 | $ 18,339,006 |
| Article 40 Half Cent | 11,785,331 | 11,946,792 | 12,503,058 | 12,429,442 | 12,988,767 |
| Article 42 Half Cent | 8,240,839 | 8,532,318 | 8,956,144 | 8,877,023 | 9,187,719 |
| Article 44 Half Cent | 284,938 | 307,662 | 323,006 | 320,092 | 331,295 |
| Hold Harmless Article 44 | 6,655,046 | 4,826,152 | 4,500,000 | 4,800,000 | 4,500,000 |
| **Sales Tax Total** | **$ 43,396,780** | **$ 42,643,725** | **$ 44,139,012** | **$ 44,145,403** | **$ 45,346,787** |

*Source: Orange County FY 2026-27 Commissioner Approved Annual Operating Budget*

# Student Enrollment Analysis

In the District, the budget process begins with an analysis of the upcoming student enrollment because of the many effects it has on funding and allotments. Many funding sources are allotted based on a per pupil count for the district, therefore a significant change in the student population can have a significant change on the budget available in a given year. Projecting beyond just the upcoming year allows the District to be forward-thinking in its preparation and mitigates some of the possibility of surprise changes in funding.

The methodology is important to consider because projections will always be subject to error and cannot account for unexpected or "black-swan" events, such as a global pandemic. However, utilizing the right methods can reveal important trends and provide rough estimates with an acceptable margin of error. The District has utilized a modified cohort survival method based on the previous five years of actual enrollments.

## Cohort Survival Methodology

The cohort survival technique is a statistical forecasting method that uses historical data to compute a survival rate for selected cohorts and applies them to project progression into higher cohorts as time progresses. The District applied this using each grade level as a separate cohort.

A ratio is computed for each grade by dividing the enrollment in that grade by the previous grade from the previous school year. A projection for the following school year of a particular grade is computed by multiplying the enrollment in the previous grade by the ratio of this school year's current enrollment at said grade and the previous school year's enrollment in the previous grade. For example, to project a second-grade enrollment of year 1 (next school year), the second-grade enrollment of year 0 (current school year) would be divided by the first-grade enrollment for year -1 (prior school year). The subsequent ratio is then multiplied by the current first grade enrollment to obtain a projection for the upcoming year's second grade enrollment.

The District has modified this technique slightly by calculating the ratios as an average of five years of data. Instead of calculating just one year to find the survival rate of a cohort, five years of ratios for each grade level are calculated and then the average ratio is applied to future years to get a projection. Using more historical data protects the model from an odd year skewing the data and provides a higher probability that the projected ratio is closer to the actual survival rate in future years.

Kindergarten rates are more difficult to project because there is no cohort below it to calculate a survival rate. The District analyzes the trends in resident birth data for Orange County 4-5 years prior to help project Kindergarten enrollment in a given year. There are many other demographic and economic factors that can affect Kindergarten enrollment in a given year, however it is difficult to monitor all of these. Birth data has proven to be an effective tool in forecasting Kindergarten enrollments so that is the District's most efficient way to forecast this data.

The methodology begins with gathering the historical data. Several years of enrollment actuals are provided in the table below:

## Historical Enrollment Counts

| | FY 2021 | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 |
|---|---|---|---|---|---|---|
| KIND | 703 | 682 | 693 | 615 | 654 | 613 |
| 1st | 806 | 758 | 708 | 758 | 664 | 675 |
| 2nd | 794 | 812 | 761 | 717 | 786 | 664 |
| 3rd | 785 | 823 | 834 | 789 | 754 | 790 |
| 4th | 911 | 799 | 838 | 837 | 802 | 748 |
| 5th | 927 | 908 | 823 | 867 | 862 | 799 |
| 6th | 923 | 916 | 911 | 840 | 862 | 863 |
| 7th | 990 | 925 | 939 | 928 | 847 | 862 |
| 8th | 999 | 981 | 944 | 952 | 944 | 868 |
| 9th | 1,035 | 1,066 | 1047 | 1,030 | 1,014 | 1,005 |
| 10th | 982 | 1,005 | 1009 | 1,028 | 1,002 | 962 |
| 11th | 966 | 922 | 965 | 948 | 952 | 953 |
| 12th | 943 | 913 | 897 | 944 | 922 | 921 |
| **Total** | **11,764** | **11,510** | **11,369** | **11,253** | **11,065** | **10,727** |

*Source: NCDPI's Statistical Profile*

This historical data is used to calculate several years of cohort survival ratios. Historical resident birth rates show trends used to project Kindergarten enrollments. These data points are provided in the tables below:

## Cohort Survival Ratios

| Grade | FY 2024 | FY 2025 | FY 2026 | Average |
|---|---|---|---|---|
| 1st | 1.09 | 1.08 | 1.03 | **1.07** |
| 2nd | 1.01 | 1.04 | 1.00 | **1.02** |
| 3rd | 1.04 | 1.05 | 1.01 | **1.03** |
| 4th | 1.00 | 1.02 | 0.99 | **1.00** |
| 5th | 1.03 | 1.03 | 1.00 | **1.02** |
| 6th | 1.02 | 0.99 | 1.00 | **1.01** |
| 7th | 1.02 | 1.01 | 1.00 | **1.01** |
| 8th | 1.01 | 1.02 | 1.02 | **1.02** |
| 9th | 1.09 | 1.07 | 1.06 | **1.07** |
| 10th | 0.98 | 0.97 | 0.95 | **0.97** |
| 11th | 0.94 | 0.93 | 0.95 | **0.94** |
| 12th | 0.98 | 0.97 | 0.97 | **0.97** |

**Historical Resident Birth Rates and Counts in Orange County**

| | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|---|---|---|---|---|---|---|
| **Resident Birth Rate** | 8.1 | 7.8 | 7.8 | 7.4 | 8.0 | 7.8 |
| **Resident Births** | 1179 | 1134 | 1164 | 1105 | 1193 | 1,181 |

*Source: North Carolina Vital Statistics, Volume 1 – 2017-2022*

The projections produced by each of these calculations are provided in the table below:

**Projected Enrollment Counts**

| Grade | FY 2027 Actual 10th Day Enrollment | FY 2027 Originally Projected* | FY 2028 Projected* | FY 2029 Projected* | FY 2030 Projected* |
|---|---|---|---|---|---|
| **KIND** | 576 | 582 | 571 | 559 | 548 |
| **1st** | 629 | 655 | 615 | 622 | 610 |
| **2nd** | 670 | 686 | 639 | 666 | 626 |
| **3rd** | 667 | 685 | 691 | 708 | 659 |
| **4th** | 781 | 793 | 670 | 687 | 694 |
| **5th** | 731 | 763 | 797 | 809 | 683 |
| **6th** | 783 | 803 | 735 | 767 | 801 |
| **7th** | 868 | 871 | 790 | 811 | 742 |
| **8th** | 866 | 878 | 884 | 887 | 805 |
| **9th** | 916 | 932 | 930 | 943 | 949 |
| **10th** | 994 | 973 | 887 | 902 | 900 |
| **11th** | 957 | 903 | 933 | 913 | 832 |
| **12th** | 922 | 927 | 931 | 879 | 908 |
| **Total** | **10,360** | **10,451** | **10,073** | **10,153** | **9,757** |

**Projections based on a modified cohort survival method*

## Personnel Resource Allocations

In the FY 2026-27 Adopted Budget, there are several previously enacted personnel changes that impacted the development of this budget's adoption. Faced with a difficult financial position, the District implemented a tiered reduction-in-force (RIF) plan to restructure various aspects and allotments across the District in FY 2024-25. Since then, the District has also experienced, and projects to continue to experience, significantly declining student enrollment. Much of the District's core funding is tied directly to student enrollment on a per pupil basis. As a result, the District has had to continue to adjust its staffing to maintain fiscal health and sustainability in the face of these negative trends. The table below shows historical trends in various employee groups and the projected impact of the declining enrollment on the staffing numbers for FY2027:

| Year Ended June 30 | Audited 2023 | Audited 2024 | Audited 2025 | Budgeted 2026 | Proposed 2027 |
|---|---|---|---|---|---|
| Officials, Admins, Mgrs | 36 | 42 | 42 | 39 | 37 |
| Principals | 20 | 20 | 20 | 20 | 20 |
| Asst. Principals, Non-Teaching | 27 | 30 | 30 | 25 | 25 |
| Total Administrators | **83** | **92** | **92** | **84** | **82** |
| | | | | | |
| Elementary Teachers | 378 | 365 | 356 | 345 | 336 |
| Secondary Teachers | 178 | 192 | 189 | 171 | 163 |
| Other Teachers | 359 | 363 | 370 | 352 | 352 |
| Total Teachers | **915** | **920** | **915** | **868** | **851** |
| | | | | | |
| Guidance | 38 | 40 | 40 | 38 | 38 |
| Psychological | 13 | 3 | 11 | 14 | 13 |
| Librarian, Audiovisual | 37 | 37 | 36 | 30 | 30 |
| Consultant, Supervisor | 19 | 15 | 15 | 15 | 15 |
| Other Professionals | 164 | 169 | 185 | 169 | 160 |
| Total School-Based Support | **271** | **264** | **287** | **266** | **256** |
| | | | | | |
| **Total Professionals** | **1,269** | **1,276** | **1,292** | **1,218** | **1,189** |
| | | | | | |
| Teacher Assistants | 324 | 302 | 291 | 277 | 269 |
| Technicians | 18 | 18 | 16 | 14 | 14 |
| Clerical, Secretarial | 97 | 101 | 92 | 87 | 87 |
| Service Workers | 137 | 102 | 59 | 105 | 105 |
| Skilled Crafts | 21 | 22 | 22 | 23 | 23 |
| **Totals** | **1,866** | **1,821** | **1,772** | **1,724** | **1,687** |

*Source: FY 2025 CHCCS Comprehensive Annual Financial Report and District Estimates*

# Outstanding Bond Issues for Orange County

| Series | Authorization Date | Original Authorization | Outstanding Amount | Purpose |
|---|---|---|---|---|
| **GENERAL OBLIGATION (GO)** | | | | |
| 2017A | 11/14/2017 | $5,900,000 | $1,880,000 | Schools, County |
| 2017B | 11/15/2017 | 21,000,000 | 17,230,000 | Schools, County |
| 2018 | 7/12/2018 | 64,400,000 | 50,080,000 | Schools |
| 2020 | 6/3/2020 | 20,060,000 | 16,040,000 | Schools |
| 2021 | 7/8/2021 | 2,500,000 | 2,125,000 | County |
| 2022 | 6/2/2022 | 14,540,000 | 13,080,000 | Schools |
| **Total GO Bonds** | | **$128,400,000** | **$100,435,000** | |
| **INSTALLMENT NOTES PAYABLE** | | | | |
| Various Certificates of Participation | | $7,252,255 | $659,296 | County, Vehicle, Sportsplex Supported, Solid Waste Supported |
| 2015 - NM | 6/25/2015 | 12,920,000 | 5,880,000 | County, Vehicle, Sportsplex Supported, Solid Waste Supported, Water and Sewer |
| 2017 | 11/16/2017 | 24,657,570 | 14,848,635 | County, Schools, Sportsplex Supported, Solid Waste Supported |
| 2017 | 11/16/2017 | 10,110,000 | 4,876,000 | |
| 2018 | 6/28/2018 | 7,175,000 | 3,015,000 | County, Schools, Vehicle, Solid Waste |
| 2019A | 5/30/2019 | 12,760,000 | 8,280,000 | Solid Waste Supported, Water and Sewer, Vehicle, Schools, County |
| 2019 B | 11/5/2019 | 28,893,970 | 15,509,453 | County, Schools, Vehicle, Sportsplex Supported, Solid Waste Supported, Water |
| 2020 | 5/8/2020 | 39,663,000 | 30,273,000 | County, Schools, Sportsplex Supported, Solid Waste Supported |
| 2021A | 6/24/2021 | 18,490,000 | 13,300,000 | County, Schools, Vehicle, Sportsplex Supported, Solid Waste Supported, Water |
| 2022A | 5/11/2022 | 6,885,000 | 5,224,000 | County, Schools, Vehicle, Solid Waste |
| 2022B | 5/11/2022 | 32,483,000 | 29,229,000 | County, Schools, Solid Waste Supported, Sportsplex Supported |
| 2023A | 5/16/2023 | 5,080,000 | 4,393,000 | County, Schools |
| 2023B | 5/16/2023 | 9,218,000 | 8,714,000 | County, Schools |
| 2024A | | 9,250,000 | 9,250,000 | County, Schools |
| 2024B | | 2,080,000 | 2,080,000 | County, Schools |
| 2025 | | 64,535,000 | 64,535,000 | County, Schools |
| **Total Installment Notes** | | **$291,452,795** | **220,066,384** | |
| **Total Long-Term Debt** | | **$419,852,795** | **$320,501,384** | |

*Source: Orange County FY 2024-25 Orange County Annual Comprehensive Financial Report*

# Performance Measures

## Student Statistics

| Year Ended June 30 | Teaching Staff | Average Daily Membership | Pupil/Teacher Ratio | Student Attendance Percentage | Students Receiving Free/Reduced Lunch Percentage |
|---|---|---|---|---|---|
| 2025 | 915 | 11,065 | 1:12 | N/A | 30.81% |
| 2024 | 920 | 11,266 | 1:12 | 92.60% | 28.59% |
| 2023 | 915 | 11,371 | 1:12 | 92.94% | 30.27% |
| 2022 | 934 | 11,425 | 1:12 | 93.36% | 22.49% |
| 2021 | 937 | 11,645 | 1:13 | 97.72% | 23.41% |
| 2020 | 927 | 12,270 | 1:13 | 96.75% | 23.83% |
| 2019 | 925 | 12,296 | 1:13 | 95.40% | 25.60% |
| 2018 | 911 | 12,239 | 1:13 | 95.69% | 27.45% |

*Source: FY 2025 CHCCS Annual Comprehensive Financial Report (ACFR)*

## Graduation Rates

| Student Groups | State of North Carolina Cohort Graduation Rates 2025-2026 | Chapel Hill-Carrboro Schools Cohort Graduation Rates 2025-2026 |
|---|---|---|
| All Students | 88.8 | 93.8 |
| Male | 86.8 | 92.9 |
| Female | 91.0 | 94.7 |
| American Indian | 85.7 | * |
| Asian | >95 | 94.5 |
| Black | 87.2 | 88.6 |
| Hispanic | 83.9 | 88.2 |
| Two or More Races | 87.1 | 91.2 |
| White | 92.0 | >95 |
| Economically Disadvantaged | 84.3 | 87.1 |
| English Learner | 76.8 | 84.7 |
| Students with Disabilities | 75.1 | 85.2 |
| Academically Gifted | >95 | >95 |

*Source: NCDPI 2025-2026 Cohort Graduation Rate Reports*

## High School Dropout Counts and Rates, 2020-2021 through 2024-2025

| LEA | LEA or Charter School | 2020-21* | | 2021-22 | | 2022-23 | | 2023-2024 | | 2024-2025 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | Rate | # | Rate | # | Rate | # | Rate | # | Rate |
| **000** | **North Carolina** | *9,147* | *1.94* | *7,194* | *1.53* | *9,147* | *1.94* | *9,365* | *1.88* | *8,017* | *1.62* |
| 681 | Chapel Hill-Carrboro | *12* | *0* | *18* | *0.46* | *25* | *0.62* | *27* | *0.67* | *48* | *1.20* |

*Source: 2024-25 NCDPI Discipline, ALP, and Dropout Annual Reports*
**In response to the COVID-19 pandemic, starting in March of the 2019-2020 school year and continuing through the 2020-2021 school year, public school units across the state employed unprecedented methods to ensure continued student learning by utilizing various modes of instruction and student outreach. As such, caution should be taken when comparing data reported for the 2019-2020 and 2020-2021 school years to data reported for prior and subsequent years.*

## District SAT Student Performance

| | 2023 | | | | |
|---|---|---|---|---|---|
| **School System & School** | **# Tested** | **% Tested** | **Total** | **ERW** | **Math** |
| **United States (Public School Students)** | **1,608,613** | **NA** | **1003** | **510** | **493** |
| **North Carolina (Public School Students)** | **22,607** | **23.8** | **1122** | **567** | **556** |
| **Chapel Hill - Carrboro City Schools** | **452** | **50.6** | **1303** | **651** | **652** |
| Carrboro High | 80 | 47.3 | 1259 | 635 | 624 |
| Chapel Hill High | 155 | 43.1 | 1300 | 650 | 649 |
| East Chapel Hill High | 216 | 61.5 | 1325 | 659 | 665 |
| Phoenix Academy High | <10 | * | * | * | * |

| | 2024 | | | | |
|---|---|---|---|---|---|
| **School System & School** | **# Tested** | **% Tested** | **Total** | **ERW** | **Math** |
| **United States (Public School Students)** | **1,655,324** | **NA** | **995** | **507** | **488** |
| **North Carolina (Public School Students)** | **18,269** | **18.1** | **1166** | **591** | **576** |
| **Chapel Hill - Carrboro City Schools** | **408** | **43.2** | **1295** | **654** | **641** |
| Carrboro High | 69 | 36.3 | 1224 | 628 | 596 |
| Chapel Hill High | 168 | 42 | 1319 | 665 | 654 |
| East Chapel Hill High | 171 | 49.9 | 1300 | 653 | 647 |
| Phoenix Academy High | <10 | * | * | * | * |

| | 2025 | | | | |
|---|---|---|---|---|---|
| **School System & School** | **# Tested** | **% Tested** | **Total** | **ERW** | **Math** |
| **United States (Public School Students)** | **1,646,544** | **NA** | **996** | **508** | **488** |
| **North Carolina (Public School Students)** | **20,974** | **18%** | **1,170** | **590** | **580** |
| **Chapel Hill - Carrboro City Schools** | **456** | **49.5** | **1,294** | **654** | **640** |
| Carrboro High | 69 | 35.4 | 1266 | 649 | 617 |
| Chapel Hill High | 195 | 50.3 | 1287 | 652 | 636 |
| East Chapel Hill High | 191 | 57.5 | 1312 | 658 | 654 |
| Phoenix Academy High | <10 | * | * | * | * |

# Glossary of Acronyms

| |
|---|
| ABC – Alcoholic Beverage Control |
| AD – Athletic Director |
| ADA – Americans with Disabilities Act |
| ADM - Average Daily Membership |
| AIG – Academically/Intellectually Gifted |
| ALP – Alternative Learning Program |
| AP – Assistant Principal |
| A-ROI – Academic Return on Investment |
| ASBO – Association of School Business Officials |
| AT – Athletic Trainer |
| AVID – Advancement Via Individual Determination |
| BOE – Board of Education |
| BOCC – Orange County Board of County Commissioners |
| CAP – Corrective Action Plan |
| CBT – Cognitive Behavior Therapy |
| CDC – Centers for Disease Control |
| CHCCS – Chapel Hill – Carrboro City Schools |
| CIP – Capital Investment Plan |
| CN – Child Nutrition |
| COA – Chart of Accounts |
| COPS – Certificate of Participation |
| CTE – Career Technical Education |
| DBT – Dialectical Behavior Therapy |
| DL – Dual Language |
| DPI – Department of Public Instruction |
| EL – English Learners |
| ELA – English Language Arts |
| ERP – Enterprise Resource Planning |
| ERW – Evidence-Based Reading and Writing |
| ESSER – Elementary and Secondary School Emergency Relief Fund |
| FICA – Federal Insurance Contributions Act |
| FTE – Full Time Equivalent |
| FY – Fiscal Year |
| FYE – Fiscal Year Ended |
| GAAP – Generally Accepted Accounting Principles |
| GFOA – Government Finance Officers Association |
| GPS – Global Positioning System |
| GS – General Statute |
| HR – Human Resources |
| HS – High School |
| ISEED – Instructional Services, Equity & Engagement Division |
| ITF – Instructional Tech Facilitator |
| LEA – Local Education Agency |
| LEP – Limited English Proficiency |

| |
|---|
| MBA – Meritorious Budget Award |
| MOE – Months of Employment |
| MTSS – Multi-tiered Systems of Support |
| NCASBO – North Carolina Association of School Business Officials |
| NCDHHS – North Carolina Department of Health and Human Services |
| NCDOR – North Carolina Department of Revenue |
| NCDPI – North Carolina Department of Public Instruction |
| NCVPS – North Carolina Virtual Public School |
| PBIS – Positive Behavioral Interventions and Supports |
| PE – Physical Education |
| PRC – Program Report Code |
| Pre-K – Pre-Kindergarten |
| PSAT – Preliminary SAT |
| REDP – Racial Equity Decision Protocol |
| RIF – Reduction in Force |
| RTP – Research Triangle Park |
| SAC – Staffing Allocation Committee |
| SAT – Scholastic Aptitude Test |
| SEL – Social and Emotional Learning |
| SGC – School Governance Council |
| SIT – School Improvement Team |
| SPSF – State Public School Fund |
| TA – Teacher Assistant |
| TBD – To Be Determined |
| TSERS – Teachers and State Employees Retirement System |
| UNC – University of North Carolina |
| USDA – United States Department of Agriculture |
| ZHVI – Zillow Home Value Index |

# Glossary of Terms

**Accounts Payable -** A short-term liability account reflecting amounts owed to private persons or organizations for goods or services received by a government.

**Accounts Receivable -** An asset account reflecting amounts due from private persons or organizations for goods or services furnished by a government (but not including amounts due from other funds or other governments).

**Accrual Basis -** The recording of the financial effects on a government of transactions, events, and circumstances that have cash consequences for the government in the periods in which those transactions, events, and circumstances occur; rather than only in the periods in which cash is received or paid by the government.

**Allocation -** The amount of funding appropriated to a school. Types of allocations include the per pupil allocation for instructional supplies, postage, library books, staff development, computer supplies, etc.

**American with Disabilities Act (ADA) -** Prohibits discrimination against individuals with disabilities and requires employers to provide reasonable accommodations to help those with disabilities in performing their jobs. An individual with a disability is defined by the ADA as a person with a serious physical or mental impairment that substantially limits a major life activity.

**Amortization** - (1) The portion of the cost of a limited-life or intangible asset charged as an expense during a particular period. (2) The reduction of debt by regular payments of principal and interest sufficient to retire the debt by maturity.

**Appropriation** - An authorization granted by a legislative body to make expenditures and to incur obligations for specific purposes. An appropriation is usually limited in amounts and as to the time when it may be expended.

**Average Daily Membership (ADM)** - The aggregate membership of a school division divided by the number of days school is in session. ADM is a factor in the state funding formula.

**Balance Sheet** - A summarized statement, as of a given date, of the financial position of an entity by fund type presenting assets, liabilities, reserves, and fund balance.

**Balanced Budget** - A balanced budget is when there is neither a budget deficit nor a budget surplus**.** Total revenues equal total expenditures.

**Basis of Accounting** - A term used to refer to when revenues, expenditures, expenses, and transfers—and the related assets and liabilities—are recognized in the accounts and reported in the financial statements. Specifically, it relates to the timing of the measurements made, regardless of the nature of the measurement, on either the cash or the accrual method.

**Bond** - A written promise to pay a specific amount of money (face value) and interest over a specific period of time.

**Budget** - A plan of financial operation embodying an estimate of proposed expenditures for a given period or purpose and the proposed financing sources.

**Budgetary Control** - The control or management of a government or enterprise in accordance with an approved budget to keep expenditures within the limitations of available appropriations and available revenues.

**Capital Budget** - A plan of proposed capital outlays and the means of financing them for the current fiscal period.

**Capital Outlay and Capital Acquisition** - All expenditures for equipment, equity leases, purchases of land which result in acquisition of, or additions to, fixed assets, except outlays for Capital Construction. Capital Outlay includes the purchase of assets, both replacement and/or additions that cost more than $5,000, with a useful life of at least one year.

**Capital Improvement Plan** - The ten-year plan for school construction projects.

**Capital Projects Funds** - A fund created to account for financial resources to be used for the acquisition or construction of major capital facilities (other than those financed by proprietary funds and trust funds).

**Contracted Services** - All expenditures for services acquired or purchased from sources outside the school system (i.e., private vendors, public authorities or other governmental entities). Purchase of the service must be on a fee basis or fixed time contract basis. Payments for leases and rentals, utilities, communications, and insurance are not included.

**Debt Service (Lease Purchase)** - All expenditures related to the repayment of debt, for example, vehicles purchased through lease agreements.

**Every Student Succeeds Act (ESSA)** - Federal legislation passed in December 2015 that replaced the No Child Left Behind Act (NCLB) and governs the United States K-12 public education policy.

**Expenditures** - Total charges incurred, whether paid or unpaid, for current costs.

**Family Medical Leave Act (FMLA)** - The FMLA of 1993 provides up to 12 weeks of unpaid leave to an employee who has worked for at least 1,250 hours and 12 months at a location where there are at least 50 employees employed by the employer within 75 miles. These 12 weeks of leave are provided for certain medical reasons such as pregnancy and birth of a child, caring for an immediate family member with a serious health condition or for an employee who has a serious health condition. Certain type of notice may need to be given to the employer for requesting such leave.

**Fiscal Year** - A 12-month period to which the annual operating budget applies and at the end of which a government determines its financial position and the results of its operations. CHCCS' fiscal year begins on July 1st and ends on June 30th.

**Fixed Assets** - Long-lived tangible assets obtained or controlled as a result of past transactions, events, or circumstances. Fixed assets include buildings, equipment, or improvements other than buildings and land. In the private sector, these assets are referred to most often as property, plant, and equipment.

**Fringe Costs** - All expenditures for job-related costs provided to employees as part of their total compensation. Fringe costs include the employer's portion of FICA, retirement, group insurance (health, dental, and life), unemployment, workers' compensation, and direct educational assistance.

**Full-Time Equivalent (FTE) -** Method of calculating hourly or part-time employees on a full-time position basis.

**Fund** - A fiscal and accounting entity with a self-balancing set of accounts recording assets and liabilities for specific activities of the school system.

**Fund Balance** - The excess of assets of a fund over its liabilities and reserves. Governmental Accounting Standards Board Statement No. 54 established five components: non-spendable, restricted, committed, assigned, and unassigned.

**General Ledger** - A record containing the accounts needed to reflect the financial position and the results of operations of a government. In double-entry bookkeeping, the debits and credits in the general ledger are equal (i.e., the debit balances equal the credit balances.)

**Governmental Accounting Standards Board (GASB)** – The independent private-sector organization that establishes accounting and financial reporting standards for U.S. state and local governments that follow Generally Accepted Accounting Principles (GAAP).

**General Accepted Accounting Principles (GAAP)** - Uniform minimum standards and guidelines for financial accounting and reporting. They govern the form and content of the financial statements of an entity. GAAP encompass the conventions, rules, and procedures necessary to define accepted accounting practice at a particular time. They include not only broad guidelines of general application, but also detailed practices and procedures. GAAP provide a standard by which to measure financial presentations. The primary authoritative body on the application of GAAP to state and local governments is the GASB.

**Grants** - Contributions or gifts of cash or other assets from another government to be used or expended for a specified purpose, activity or facility.

**Insurance** - All expenditures for insurance except those which are related to personal services and which are reflected under Fringe Costs (i.e., group health, group life, unemployment compensation, worker's compensation, etc.).

**Leases and Rentals** - All expenditures for payments of non-equity leases and rentals. Includes leases, which are capitalized and rental of land, structures, and equipment. Payments made under equity type lease/purchase agreements are not included here, but under Capital Leases.

**Liabilities** - Probable future sacrifices of economic benefits, arising from present obligations of a particular entity to transfer assets or provide services by other entities in the future as a result of past transactions or events.

**Modified Accrual Basis** - The accrual basis of accounting adapted to the governmental fund-type measurement focus. Under it, revenues and other financial resource increments (e.g. bond issue proceeds) are recognized when they become susceptible to accrual; that is when they become both "measurable" and "available to finance expenditures of the current period." "Available" means collectible in the current period or soon enough thereafter to be used to pay liabilities of the current period. Expenditures are recognized when the fund liability is incurred except for (1) inventories of materials and supplies that may be considered expenditures either when purchased or when used, and (2) prepaid insurance and similar items that may be considered expenditures either when paid for or when consumed. All government funds, expendable trust funds, and agency funds are accounted for using the modified accrual basis of accounting.

**Object Code** - Line item that denotes purpose of expenditures.

**Operating Budget** - Plans of current expenditures and the proposed means of financing them. The annual operating budget (or, in the case of some state governments, the biennial operating budget) is the primary means by which most of the financing, acquisition, spending, and service delivery activities of a government are controlled. The use of annual operating budgets is usually required by law. Even when not required by law, annual operating budgets are essential to sound financial management and should be adopted by every government.

**Per Pupil Allocation** - An allocation to a school based on the type and number of students enrolled.

**Personnel** - All expenditures to compensate persons in the employment for direct labor including full-time and part-time employees.

**Property Tax -** An ad valorem tax that an owner is required to pay on the value of the property being taxed. The property tax rate is often given as a percentage. It may also be expressed as a per $100 of taxable amount.

**Revenue** - The income of a government agency from taxation and other sources.

**Risk Management** - All the ways and means used to avoid accidental loss or to reduce its consequences if it does occur.

**Taxes** - Compulsory charges levied by a government to finance services performed for the common benefit. This term does not include specific charges made against particular persons or

property for current or permanent benefits, such as special assessments. Neither does the term include charges for services rendered only to those paying such charges (e.g., sewer service charges.)

**Utilities** - All expenditures for electrical, heating, water, and sewage services provided to school system owned and operated buildings, and facilities, regardless of whether the service is provided by a private enterprise, authority, or an enterprise fund operated by the school system.

# Additional Information: FY 2026-27 Local Personnel Allotment Formulas

**Elementary School Formulas**

| Position | FTE | Formula |
|---|---|---|
| | | |
| **Base School Allotments** | | |
| | | |
| **Administration (PRC 005)** | | |
| Principal | 1 | per school (12 months) |
| Assistant Principal | 1 | per school (12 months) |
| | | |
| **Classroom Teachers (PRC 001)** | | |
| Classroom teachers K | 1 | per 18 in ADM or DL 1 per 24 ADM |
| Classroom teachers 1 | 1 | per 16 in ADM or DL 1 per 24 ADM |
| Classroom teachers 2 | 1 | per 17 in ADM or DL 1 per 24 ADM |
| Classroom teachers 3 | 1 | per 17 in ADM or DL 1 per 24 ADM |
| Classroom teachers 4 | 1 | per 24 in ADM (all) |
| Classroom teachers 5 | 1 | per 24 in ADM (all) |
| | | |
| **Teacher Assistants (PRC 027)** | | |
| Teacher Assistants K | 1 | per Homeroom |
| Teacher Assistants 1 | 1 | per Homeroom |
| Teacher Assistants 2 | 1 | per Homeroom |
| Teacher Assistants 3 | 1 | per Homeroom |
| Teacher Assistants 4 & 5 | 1 | per school |
| | | |
| Dual Language TA (if DL school) | 0.25 | additional per 4th & 5th grade Homeroom (if DL school is >500 ADM) |
| | | |
| **Program Enhancement (PRC 004)** | | |
| Music | 1 | per school |
| Physical Education | 1 | per school if <500 ADM (1.5 if >500 ADM) |
| Art | 1 | per school |
| Elementary Foreign Language (Grades 1-5) | 1 | if ADM < 500 |
| | 1.5 | if ADM > 500 |
| | | |
| **Instructional Support** | | |
| Instructional Coaches | 1 | per school |
| Interventionist | 1 | per school |
| Dual Language Interventionist | 1 | per Dual Language School |

| | | |
|---|---|---|
| Gifted Specialist | 1 | per school |
| Media Specialist | 1 | per school |
| School Counselors | 1 | per school |
| | | |
| **School Health Personnel** | | |
| Nurses | 1 | per school |
| Social Worker | 1 | per school |
| | | |
| **Office Support** | | |
| Bookkeeper | 1 | per school (12 months) |
| Data Manager | 1 | per school (12 months) |
| | | |
| **Custodial Staff** | | |
| Lead Custodian | 1 | per school |
| | | |
| **Additional Program Allotments (*all non-tradeable*)** | | |
| | | |
| **Exceptional Children (PRC 032)** | | |
| EC Teacher (General) | | Formula Based on Ratio and Service Delivery |
| EC Teacher- Behavior (BEST) | | Formula Based on Ratio and Service Delivery |
| EC Teacher- OCS | | Formula Based on Ratio and Service Delivery |
| EC Teacher (Adapted) | | Formula Based on Ratio and Service Delivery |
| General Classroom Teacher Assistants | | Formula Based on Ratio and Service Delivery |
| Adapted Classroom Teacher Assistants | | Formula Based on Ratio and Service Delivery |
| | | |
| **Multi Language Learning (PRC 054)** | | |
| MLL Teacher | 1 | per 40-45 MLL ADM from need-based weighted formula |
| | | |
| **Title I Program (PRC 050)** | | |
| Title I Teacher | | Formula based on Title I Grant Preparation |
| Title I Interventionist | | Formula based on Title I Grant Preparation |
| | | |
| **PreK Program (PRC 055)** | | |
| PreK Teacher | | Formula Based on HeadStart, NC PreK, and Tuition based Blended Enrollment |
| PreK Teacher Assistant | | Formula Based on HeadStart, NC PreK, and Tuition based Blended Enrollment |
| | | |
| | | |

| | | |
|---|---|---|
| **Athletics/Extra Curriculars** | | |
| Activity Units ($400 each) | | 10 units |
| Co-curricular Assignments | | N/A |

**Middle School Formulas**

| Position | FTE | Formula |
|---|---|---|
| | | |
| **Base School Allotments** | | |
| | | |
| **Administration (PRC 005)** | | |
| Principal | 1 | per school (12 months) |
| Assistant Principal | 1 | per school (12 months) |
| | | |
| **Classroom Teachers (PRC 001)** | | |
| Core Subjects and Electives 6 | 1 | 1 per 20 ADM |
| Core Subjects and Electives 7 | 1 | 1 per 20 ADM |
| Core Subjects and Electives 8 | 1 | 1 per 20 ADM |
| Math Teacher (additional) | 1 | per school |
| | | |
| **Dual Language Program** | | |
| Middle School Dual Language (if DL school) | 2 | per school if ADM < 725 |
| | 3 | per school if ADM >725 |
| | | |
| **Instructional Support** | | |
| Instructional Coach | 1 | per school |
| Reading Interventionist | 1 | per school |
| Math Interventionist | 1 | per school |
| AVID | 1 | per school |
| Gifted Specialist | 1 | per school |
| Media Specialist | 1 | per school |
| Media Assistant | 1 | per school |
| School Counselors | 1 | per grade (2 @ 10.5 months, 1 @ 11 months) |

| | | |
|---|---|---|
| **School Health Personnel** | | |
| Nurses | 1 | per school |
| Social Worker | 1 | per school |
| Mental Health Specialist | 0.5 | per school |
| Restorative Practice Coach | 1 | per school (Certified) |
| | | |
| **Office Staff** | | |
| Bookkeeper | 1 | per school (12 months) |
| Data Manager | 1 | per school (12 months) |
| Receptionist | 1 | per school (11 months) |
| Guidance Secretary | 1 | per school (11 months) |
| | | |
| **Custodial Staff** | | |
| Lead Custodian | 1 | per school |
| Custodian | 1 | per school |
| | | |
| **Additional Program Allotments (all non-tradable)** | | |
| | | |
| **CTE Teachers (PRC 013)** | | |
| Vocational/CTE | 3 | per school |
| | | |
| **Multi Language Learning (PRC 054)** | | |
| MLL Teacher | 1 | per 40-45 MLL ADM from need-based weighted formula |
| | | |
| **Exceptional Children (PRC 032)** | | |
| EC Teacher (General) | | Formula Based on Ratio and Service Delivery |
| EC Teacher- Behavior (BEST) | | Formula Based on Ratio and Service Delivery |
| EC Teacher- OCS | | Formula Based on Ratio and Service Delivery |
| EC Teacher (Adapted) | | Formula Based on Ratio and Service Delivery |
| | | |
| General Classroom Teacher Assistants | | Formula Based on Ratio and Service Delivery |
| Adapted Classroom Teacher Assistants | | Formula Based on Ratio and Service Delivery |
| | | |
| **Athletics/Extra Curriculars** | | |
| Athletic Coaches | 25 | per school |
| Athletic Director | 0.5 | per school |
| Activity Units ($400 each) | | 20 units |
| Co-curricular Assignments | | 12 assignments |

**High School Formulas**

| Position | FTE | Formula |
|---|---|---|
| | | |
| **Base School Allotments** | | |
| | | |
| **Administration (PRC 005)** | | |
| Principal | 1 | per school (12 months) |
| Assistant Principal | 1 | if <600 ADM |
| | 2 | if 601 - 1,250 ADM |
| | 3 | if 1,251 - 1,750 ADM |
| | 4 | if 1,751 - 2,250 ADM |
| | | |
| **Classroom Teachers (PRC 001)** | | |
| Core and Electives 9 | 1 | per 24 ADM |
| Core and Electives 10 | 1 | per 24 ADM |
| Core and Electives 11 | 1 | per 24 ADM |
| Core and Electives 12 | 1 | per 24 ADM |
| | | |
| **Additional Teachers** | | |
| AVID | 1 | per school |
| Reading Teacher | 1 | per school |
| Small High School | 2 | per school if <1,000 ADM |
| | | |
| **Instructional Support** | | |
| Instructional Coaches | 1 | per school |
| Math Coach | 1 | per school |
| Instructional Tech Facilitator | 1 | per school (12 months) |
| Testing Coordinator | 1 | per school (Certified) |
| Theater Tech | 1 | per school (12 months) |
| Online Learning Assistant (NCVPS) | 1 | per school |
| Study Hall | 1 | per school |
| Media Specialist | 1 | per school |
| Media Assistant | 1 | per school |
| Guidance | | Based on ADM: |
| | | CHS - 3 FTE |
| | | CHHS - 5 FTE |
| | | ECHHS - 5 FTE |
| | | (1 per school is 12 m, remaining are 11 m) |
| 504 Coordinator | 1 | per school |

| | | |
|---|---|---|
| **School Health Personnel** | | |
| Nurses | 1 | per school |
| Mental Health Specialist | 1 | per school |
| Social Worker | 1 | if <1,000 ADM |
| | 1.5 | if 1,001 - 1,500 ADM |
| | 2 | if 1,501 ADM+ |
| Restorative Practice Coach | 1 | per school (Certified) |
| | | |
| **Office Staff** | | |
| Bookkeeper | 1 | per school (12 months) |
| Data Manager | 1 | per school (12 months) |
| Guidance Secretary | 1 | per school (12 months) |
| Principal Secretary | 1 | per school (12 months) |
| Clerical Assistant/Receptionist | 1 | per school (12 months) |
| Security Guard | 3 | per school (1 @ 6 hrs. daily after-hours) |
| | | |
| **Custodial Staff** | | |
| Lead Custodian | 1 | per school |
| Custodian | 2 | per school |
| | | |
| **Additional Program Allotments (all-nontradable)** | | |
| | | |
| **Multi Language Learning (PRC 054)** | | |
| MLL Teacher | 1 | per 40-45 MLL ADM from need-based weighted formula |
| | | |
| **CTE Program** | | |
| Vocational/CTE | | Formula based on CTE funding |
| Career Development Coordinator (CTE) | 1 | per school |
| Special Populations Coordinator (CTE) | 1 | per school |
| | | |
| **Exceptional Children (PRC 032)** | | |
| EC Teacher (General) | | Formula Based on Ratio and Service Delivery |
| EC Teacher- Behavior (BEST) | | Formula Based on Ratio and Service Delivery |
| EC Teacher- OCS | | Formula Based on Ratio and Service Delivery |
| EC Teacher (Adapted) | | Formula Based on Ratio and Service Delivery |
| General Classroom Teacher Assistants | | Formula Based on Ratio and Service Delivery |
| Adapted Classroom Teacher Assistants | | Formula Based on Ratio and Service Delivery |
| | | |

| Athletics/Extra Curriculars | | |
|---|---|---|
| Athletic Coaches | 49 | per school |
| Athletic Director | 1 | per school (11 months) |
| Athletic Trainer | 1 | per school |
| Activity Units ($400 each) | | 40 units |
| Co-curricular Assignments | | 24 assignments |

Chapel Hill - Carrboro City Schools
Base Non-Salary Allotment Formulas
Budget Year 2027

| Description | Budget Code | Allocation Type | Elementary | Middle | High | Other |
|---|---|---|---|---|---|---|
| Instructional Supplies - STATE | 1.5110.061.411 | per ADM | $ 30 | $ 30 | $ 30 | $ 50 |
| At-Risk Students | 2.5330.069.143 | per ADM | $ 13 | $ 13 | $ 13 | $ 20 |
| Field Trips | 2.5110.061.333 | per ADM | $ 3 | $ 3 | $ 3 | $ |
| Staff Development | 2.5870.028.312 | per FTE Factor | $ 90 | $ 90 | $ 90 | fixed |
| Safe Schools/Violence Prevention | 2.5850.069.411 | per School | $ 2,000 | $ 12,000 | $ 16,500 | $ 2,000 |
| Event Security | 2.5850.069.311 | per ADM | $ 5 | $ 10 | $ 15 | $ - |
| Instructional Supplies | 2.5110.061.411 | per ADM | $ 21 | $ 21 | $ 21 | $ 21 |
| Cultural Arts | 2.5132.061.411 | per School | $ 900 | $ 5,400 | $ 7,100 | $ 400 |
| Literacy Materials | 2.5330.061.411 | per ADM | $ 3 | $ 3 | $ 3 | fixed |
| Media Center Supplies | 2.5810.061.411 | per ADM | $ 12 | $ 12 | $ 12 | fixed |
| ITF Media PD | 2.5810.028.312 | per School | $ 1,000 | $ 1,000 | $ 1,000 | fixed |
| Athletics | 2.5501.061.411 | per School | $ - | $ 20,000 | $ 75,000 | $ - |
| Athletic Travel | 2.5501.003.331 | per School | $ - | $ 10,000 | $ 50,000 | $ - |
| Co-Curricular | 2.5503.061.411 | per ADM | $ 2 | $ 5 | $ 18 | fixed |
| Travel- School Admin Office | 2.5400.003.332 | per School | $ 1,600 | $ 1,600 | $ 1,600 | $ 1,200 |
| Administrative Supplies | 2.5400.061.411 | per ADM | $ 3 | $ 3 | $ 5 | fixed |
| Custodial Supplies Pre 1990 | 2.6540.003.411 | per Sq. Ft | $ 0.035 | $ 0.035 | $ 0.035 | fixed |
| SIT Funds | 2.5880.061.411 | per School | $ 1,030 | $ 1,030 | $ 1,030 | $ 500 |
| Commencement | 2.5830.061.411 | per Sec School | $ - | $ 500 | $ 2,700 | $ - |
| Local Extra-Duty School Discretionary | 2.5400.061.411 | Activity Units | 10 | 20 | 40 | - |
| FICA for Extra-Duty | 2.5400.061.411 | Percentage | 7.65% | 7.65% | 7.65% | 7.65% |
| Retirement for Extra-Duty | 2.5400.061.411 | Percentage | 26.10% | 26.10% | 26.10% | 26.10% |
| CAPITAL Classroom Furniture/Equip | 4.5110.001.461 | per ADM | $ 20 | $ 20 | $ 20 | $ fixed |

# Additional Information: FY 2026-27 State Planning Allotment Formulas

| Planning Allotment - Base PRCs | |
|---|---|
| **Category** | **Basis of Allotment (Funding Factors are rounded.)** |
| **Classroom Teachers (PRC 0001)** | The average Teacher salary increase is n/a at Planning. |
| *Grades Kindergarten* | 1 per 18 in ADM. |
| *Grade 1* | 1 per 16 in ADM. |
| *Grades 2 - 3* | 1 per 17 in ADM. |
| *Grades 4 - 6* | 1 per 24 in ADM. |
| *Grades 7 - 8* | 1 per 23 in ADM. |
| *Grade 9* | 1 per 26.5 in ADM. |
| *Grades 10 - 12* | 1 per 29 in ADM. |
| *Math/Science/Computer Teachers* | 1 per county or based on sub agreements. |
| *International Faculty* | IFE Conversions are calculated at the Teacher statewide average salary including benefits ($79,325). |
| **Central Office Administration (PRC 0002)** | Increase by LEA from 2025-26 Initial Allotments is 0.11% before the allotment proration of 90.84%. |
| **Noninstructional Support Personnel (PRC 0003)** | $337.11 per ADM.<br>$6,000 per Textbook Commission members for Clerical Assistants. |
| **Program Enhancement (PRC 0004)** | 1 per 1:191 in K-5 ADM. |
| **School Building Administration (PRC005)** | Schools opening prior to 7/1/2011 are eligible for 1 per school with at least 100 ADM or at least 7 state paid teachers or instructional support personnel. |
| Principals | Schools opening after 7/1/2011 are eligible for 1 per school with at least 100 ADM. |
| Assistant Principals | 1 month per 98.53 ADM (rounded to nearest whole month). |
| **School Health Personnel (PRC 0006)** | 1 position per LEA; additional positions per 440.48 ADM rounded to the nearest whole position. |
| **Instructional Support (PRC 0007)** | 1 per 429.08 ADM rounded to the nearest whole position. |
| **Career Technical Ed. - MOE (PRC 0013)** | Base of 50 Months of Employment per LEA with remainder distributed based on ADM in grades 8-12. (LIMITED FLEXIBILITY- Salary Increase). Planning was prorated at 97.90% per funds available. |
| **Career Technical Ed. - Program Support (PRC 0014)** | $10,000 per LEA with remainder distributed based on ADM in grades 8-12 ($37.98 per ADM). |
| **Small County Supplemental Funding (PRC 019)** | **ADM <** — **Allotment**<br>1,300 — 1,820,000<br>1,700 — 1,774,700<br>2,000 — 1,729,400<br>2,300 — 1,684,100<br>2,600 — 1,638,800<br>2,800 — 1,593,500<br>3,300 — 1,548,200<br>Please see the allotment policy Manual for Special Provisions. |
| **Disadvantaged Student Supplemental Funding (PRC 0024)** | See the Allotment Policy Manual for formula for allocating supplemental funding to address the capacity needs of LEAs in meeting the needs of disadvantaged students. Planning was prorated at 99.98% per funds available. |
| **Teacher Assistants (PRC 0027)** | The number of classes is determined by a ratio of 1:21. The Funding Factor of $47,681<br>K - 2 TAs per every 3 classes; Grades 1-2 - 1 TA for every 2 classes; and Grade 3 - 1 TA for every 3 classes. |
| **Low Wealth Supplemental Funding (PRC 0031)** | See the Allotment Policy Manual for formula allocating supplemental funds to eligible LEAs that are located in counties that do not have the ability to generate revenue to support public schools at the state average level. Planning was prorated at 94.20% per funds available. |
| **Academically or Intellectually Gifted Students (PRC 0034)** | $1,503.43 per child for 4% of ADM. |
| **Transportation (PRC 0056)** | Planning Allotments are provided by Office of Transportation/Operations. At least 95% of the budget will be released at the time of Initial Allotments (per Transportation formula). Any reserved funds must be distributed after April 1 of that fiscal year and be allocated to all school units based on efficiency. |
| **Classroom Materials/Instructional Supplies/Equipment (PRC 0061)** | $31.11 per ADM plus $2.69 per ADM in grades 8 and 9 for PSAT Testing |
| **At-Risk Student Services (PRC 0069)** | Each LEA receives the dollar equivalent of one resource officer ($91,310) per high school. Of the remaining funds, 50% is distributed based on ADM ($103.00 per ADM) and 50% is distributed based on number of poverty children, per the federal Title 1 Low Income poverty data ($511.35 per child in poverty). Each LEA receives a minimum of the dollar equivalent of two teachers and two instructional support personnel ($332,440). Planning was prorated at 99.87% per funds available. |

| | |
|---|---|
| **Supplemental Funds for Teacher Compensation (PRC 0071)** | See the Allotment Policy Manual for formula for allocating supplemental funding to eligible LEAs. |
| **Textbooks (PRC 0131)** | $37.15 per ADM in grades K-12. |

| **Initial Allotment per HB125 - Non-Base PRCs** | |
|---|---|
| **Category** | **Basis of Allotment (Funding Factors are rounded.)** |
| **Driver Training (PRC 0012)** | $223.98 per public, charter, private and federal 9th Grade ADM. |
| **School Technology (PRC 0015)** | $11.93 per ADM in grades K-12 including ready to open independent public schools. |
| **Children with Disabilities** (Exceptional Children) **(PRC 0032)** | |
| *School-Aged* | $5,601.11 per funded child count. Child count is comprised of the lesser of the December 1 handicapped child count or a 13% cap of the allotted ADM. Planning was prorated at 98.95% per funds available. |
| *Preschool* | Base of $79,325 per LEA; remainder distributed based on December 1 est. child count of ages 3, 4, and PreK- 5, ($5,528.06) per child. |
| *Developmental Day Care (3-21) (PRC 063), Community Residential Centers (PRC 089 effective FY24-25), Group Homes (PRC 089 effective FY24-25)* | Approved applications, revisions, and grants. |
| **Limited English Proficiency (PRC 0054)** | Base of a teacher asst. ($47,681); remainder based 50% on number of funded LEP students ($580.32) and 50% on an LEA's concentration of LEP students ($3,046.52). Planning was prorated at 99.74% per funds available. |

| **Employee Benefits** | |
|---|---|
| **Category** | **Basis of Allotment** |
| **Hospitalization** | $8,925 per position per year. |
| **Retirement** | 26.10% of total salaries. |
| **Social Security** | 7.65% of total salaries. |

| **Statewide Average Salaries** | | |
|---|---|---|
| **Category** | **Base** | **Base + Benefits** |
| **Classroom Teachers** | $53,525 | $79,325 |
| **Program Enhancement Teachers** | $53,475 | $79,258 |
| **Principals** | $7,601 | $10,766 |
| **Assistant Principals (MOE)** | $6,499 | $9,450 |
| **School Health Personnel** | $60,329 | $88,327 |
| **Instructional Support** | $59,247 | $86,895 |
| **Career Technical Ed. (MOE)** | $5,352 | $7,931 |
| **School Resource Officer** | $62,583 | $91,310 |
| Note: Dollars for 2026-27 position/month allotments are based on LEA's average salary including benefits, rather than the statewide average salary. They are still position/month allotments, and you must stay within the positions/months allotted. This calculation is necessary to determine your LEA's allotment per ADM for charter and lab schools. | | |

# Additional Information: Description and Explanation of Line Items

**Purpose Codes**

Purpose means the reason for which something exists or is used. Purpose includes the activities or actions that are performed to accomplish the objectives of a local school administrative unit. For budgeting and accounting purposes, expenditures of a local school administrative unit are classified into five purposes as follows:

**5000 Instructional Services**
**6000 System-Wide Support Services**
**7000 Ancillary Services**
**8000 Non-Programmed Charges**
**9000 Capital Outlay**

The "purpose dimension" is broken down into a function level at the second digit and, where appropriate, into a sub-function level at the third digit. The fourth digit of this dimension is not currently required by NCDPI, but is highly recommended for your use to further break down the purpose of the expenditure. NCDPI, however, will replace the last digit of the purpose code with a zero (0) for NCDPI reporting purposes.

**Instructional Services (5000)**

Instructional services include the costs of activities dealing directly with the interaction between teachers and students. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, and in other learning situations such as those involving co-curricular activities. It may also be provided through some other approved medium. Included here are the costs of salaries and benefits for teachers, instructional assistants, instructional leadership and support staff, as well as contracted instructional services, instructional supplies, materials, and equipment, professional development, and any other cost related to direct instruction of students. Costs of activities involved in evaluating, selecting, and implementing textbooks and other instructional tools and strategies, curriculum development, demonstration teaching, and delivering staff development are also included here. Any site-based instructional supervisor or coordinator coded to this function should spend at least 75% of his/her time on these duties.

5100 Regular Instructional Services
Cost of activities that provide students in grades K-12 with learning experiences to prepare them for activities as workers, citizens, and family members. They include costs of those individuals responsible for providing school curriculum development and coordination as well as lead teachers for regular instructional services. (Not included are those programs designed to improve or overcome physical, mental, social and/or emotional impediments to learning.)

5200 Special Populations Services
Costs of activities for identifying and serving students (in accordance with state and federal regulations) having special physical, emotional, or mental impediments to

learning. Also included are those students identified as needing specialized services such as limited English proficiency and gifted education. They include costs of those individuals responsible for providing school curriculum development and coordination as well as lead teachers for special populations' services. (Certain categories of funds require that expenditures coded here must be in addition to regular allotments such as classroom teachers, textbooks, etc.) These programs include pre-kindergarten, elementary, and secondary services for the following groups of students.

5300 Alternative Programs and Services
Costs of activities designed to identify students likely to be unsuccessful in traditional classrooms and/or to drop out and to provide special alternative and/or additional learning opportunities for these at-risk students. They include costs of those individuals responsible for providing school curriculum development and coordination as well as lead teachers for alternative programs and services. Programs include summer school instruction, remediation, alcohol and drug prevention, extended day, services to help keep students in school, as well as alternative educational settings, instructional delivery models, and supporting services for identified students.

5400 School Leadership Services
Costs of activities concerned with directing and managing the learning opportunities for students within a particular school. These activities also include the work of clerical staff, in support of the teaching and leadership functions.

5500 Co-Curricular Services
Costs of school-sponsored activities, under the guidance and supervision of LEA staff, designed to motivate students, provide enjoyable experiences, and assist in skill development. Co-curricular activities normally supplement the regular instructional program and include such activities as band, chorus, choir, speech and debate. Also included are student-financed and managed activities such as clubs and proms.

5600 Reserved for Future Use

5700 Reserved for Future Use

5800 School-Based Support Services
Costs of school-based student and teacher support activities to facilitate and enhance learning opportunities for students. These include the areas of educational media services, student accounting, guidance services, health, safety and security support services, instructional technology services, and unallocated staff development.

5900 Reserved for future use

**System-Wide Support Services (6000)**

System-wide support services include the costs of activities providing systemwide support for school-based programs, regardless of where these supporting services are based or housed. These

services provide administrative, technical, personal, and logistical support to facilitate, sustain, and enhance instruction. Included here are the costs of salaries and benefits for program leadership, support and development and associated support staff, contracted support services, supplies, materials and equipment, professional development, and any other cost related to the system-wide support for the school-based programs of the school system. Costs of activities involved in developing/administering budgets, authorizing expenditures of funds, evaluating the performance of subordinates, developing policies and/or regulations for the District are included here.

6100 Support and Development Services
Cost of activities that provide program leadership, support, and development services for programs providing students in grades K-12 with learning experiences to prepare them for activities as workers, citizens, and family members (Not included are program leadership, support and development services for programs designed to improve or overcome physical, mental, social and/or emotional impediments to learning.)

6200 Special Population Support and Development Services
Costs of activities to provide program leadership, support, and development services primarily for identifying and serving students (in accordance with state and federal regulations) having special physical, emotional, or mental impediments to learning. Also included are support and development services for those students needing specialized services such as limited English proficiency and gifted education. These programs include pre-kindergarten, elementary, and secondary services for the special populations.

6300 Alternative Programs and Services Support and Development Services
Costs of activities to provide program leadership, support, and development services for programs designed to identify students likely to be unsuccessful in traditional classrooms and/or to drop out and to provide special alternative and/or additional learning opportunities for these at-risk students. Costs related to state Assistance Teams are also included here. Programs include summer school instruction, remediation, alcohol and drug prevention, extended day, services to help keep students in school, as well as alternative educational settings, instructional delivery models, and supporting services for identified students.

6400 Technology Support Services
Costs of central based activities associated with implementing, supporting and maintaining the computer hardware, software, peripherals, technical infrastructure which provide technology system services to the LEA. Also included is the development and implementation of technological systems; and technology user support services for the LEA.

6500 Operational Support Services
Costs of activities for the operational support of the school system such as printing and copying services, communication services, utility services, transportation of students, facilities, planning and construction, custodial and housekeeping services, maintenance

services, and warehouse and delivery services. (Do not include any costs which may be coded to one or more specific purpose functions.)

6600 Financial and Human Resource Services
Costs of activities concerned with acquisition, management, reporting and protection of financial resources; and with recruitment, retention, placement, and development of human resources for the LEA.

6700 Accountability Services
Cost of activities concerned with the development, administration, reporting and analysis of student progress. This area includes the testing and reporting for student accountability, such as end of grade and end of course testing, disaggregation, analysis, and reporting of school and student performance. This area also includes the planning, research development and program evaluation costs of the school system.

6800 System-wide Pupil Support Services
Costs of activities that provide program leadership, support, and development services for system-wide pupil support activities for students in grades K-12. These areas include educational media support, student accounting support, guidance support, health support, safety and security support, and instructional technology support system-wide services.

6900 Policy, Leadership and Public Relations Services
Costs of activities concerned with the overall general administration of and executive responsibility for the entire LEA.

**Ancillary Services (7000)**

Activities that are not directly related to the provision of education for pupils in a local school administrative unit. These include community services, nutrition services and adult services provided by the school system.

7100 Community Services
Costs of activities which are not directly related to the provision of educational services in an LEA. These include services such as community recreation activities, civic activities, and community welfare activities provided by the LEA

7110 Child Care Services
Costs of activities which are not directly related to the provision of educational services in an LEA. These include services such as activities of custody and care of children provided by the LEA. Before and After School Care would also be included here.

7200 Nutrition Services
Costs of activities concerned with providing food service to students and staff in a school or LEA including the preparation and serving of regular and incidental meals, or snacks in connection with school activities.

7300 Adult Services
Costs of activities that develop knowledge and skills to meet immediate and long-range educational objectives of adults who, having completed or interrupted formal schooling, have accepted adult roles and responsibilities. Programs include activities to foster the development of fundamental tools of learning, prepare adults for a postsecondary career; prepare adults for postsecondary education programs; upgrade occupational competence; prepare adults for a new or different career; develop skills and appreciation for special interests; or to enrich the aesthetic qualities of life. In addition, parent involvement services in the schools, as well as volunteer activities by adults in the schools. Adult basic education programs are included in this category.

**Non-Programmed Charges (8000)**

Non-Programmed charges are conduit-type (outgoing transfers) payments to other LEAs or other administrative units in the state or in another state, transfers from one fund to another fund in the LEA, appropriated but unbudgeted funds, debt service payments, scholarship payments, payments on behalf of educational foundations, contingency funds, and other payments that are not attributable to a program.

8100 Payments to Other Governmental Units
Include payments to other LEAs or governmental units, which are generally for tuition and transportation for services rendered to pupils residing in the paying LEA. It is also used for indirect cost when used in conjunction with object code 392.

8200 Unbudgeted Funds
Include unbudgeted federal grant funds administered by the State Board of Education that are being set aside by the LEA and are not a part of the LEA's budgeted funds. These funds are not available for use in the current fiscal for expenditures unless the LEA first transfers an amount from this account to their budgeted line item(s) by means of an approved budget amendment. This code may also be used to identify appropriated but unbudgeted funds in any fund source by the LEA.

8300 Debt Services
Include debt service payments for lease purchases or installment contracts.

8400 Interfund Transfers
Include transfers of funds from one fund to another fund in an LEA.

8500 Contingency
Include appropriations for use in circumstances not completely foreseen. As monies are required from this item, budget amendments should be made to transfer monies to the appropriate operating function.

8600 Educational Foundations
Include payments made by the school system on behalf of an education foundation for which the school system has fiscal responsibility

8700 Scholarships
Include payments made for the awarding of scholarships by the school system for students and LEA personnel.

**Capital Outlay (9000)**

Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment. Do not include any costs which may be coded to one or more specific purpose functions. (i.e., purchase of transportation equipment would be coded to 6550, maintenance equipment would be coded to 6580, regular instructional equipment purchases would be coded to 5110, etc.). The remaining three digits may be used for local use purposes.

# 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 | $ 595,132 |
| | 595,132 |
| **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 | $ | 233,580 |
| | | 233,580 |
| 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 not be transferred between Fund Codes without prior approval of the Board of Education.

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

4. 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:

**Subject:** Recommendation for Approval of the Process to Fill the CHCCS Board Vacancy

**Division:** **Department:** Superintendent's Office

**Person Responsible:** **Feedback Requested From:**

**Strategic Plan Alignment:**

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

**Attachment(s):**

**PURPOSE:**

**BACKGROUND:**

**FINANCIAL IMPACT:**

**PERSONNEL IMPACT:**

**SUGGESTED ACTION:** Seeking CHCCS Board of Education Approval of the Process to Fill the CHCCS Board Vacancy

**RESOLUTION:**

# 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):**
BOE 9_17 Presentation Deck.pdf
Complete Strategic Plan and Accountability (2025-26) Update - Larger Deck.pdf

**PURPOSE:**
Provide the Board of Education with a clear, comprehensive picture of district performance during the 2025-26 school year across key indicators, including growth, proficiency, graduation rates, discipline, attendance, and student perception data, while connecting these outcomes to progress on the CHCCS Strategic Plan 2027. The presentation celebrates positive momentum in academic performance, attendance, school growth, science outcomes, and student perceptions while identifying opportunities for continued improvement, particularly for multilingual learners, secondary proficiency, and early-grades reading. Also continued improvements with Students with Disabilities in the areas of proficiency. It also establishes how the district will use AVID, MTSS, PLCs, K-12 instructional coaching, and ongoing data analysis to build upon effective practices and improve outcomes for every student group.

**BACKGROUND:**

This annual update provides the Board with a comprehensive view of district progress through federal and state accountability measures and the goals of the CHCCS Strategic Plan. At the conclusion of this year we will sunset th 2027 strategic plan, much of our learning will contribute toward our goals for the years to come.

The 2025-26 results reflect encouraging momentum: 77.8% of schools met or exceeded growth, 66.7% earned an A or B School Performance Grade, overall proficiency increased across most tested areas, attendance improved,

student perceptions continued to trend positively, and three elementary schools exited Targeted Support and Improvement status. The district also met 68% of its Strategic Plan goals. Alongside these successes, longitudinal and student group data help identify where greater consistency and intentional focus can produce stronger outcomes particularly for multilingual learners and across secondary grades. Consistent with the Curriculum and Instruction Management Plan, the district's theory of improvement centers on aligned implementation of AVID, MTSS, and PLCs, strengthened by K-12 instructional coaching and ongoing use of data. Together, these structures allow CHCCS to replicate effective practices, respond purposefully to student needs, and advance growth, achievement, belonging, and opportunity for every student.

**FINANCIAL IMPACT:**
N/A

**PERSONNEL IMPACT:**
N/A

**SUGGESTED ACTION:**

**RESOLUTION:** N/A




# Board of Education

## Accountability & Strategic Plan Update (2025-26)
## September 17, 2026

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

# Mission

CHCCS believes every individual's unique background and culture enhance our schools. By providing students with a safe and joyful learning environment, we collaborate with families to create a community where all students, families and staff members feel affirmed and respected to develop their fullest potential.

# Our Vision

Equipping students to navigate the world and make a positive impact throughout their life's journey.

**THINK** (AND **ACT**)
DIFFERENTLY

CHAPEL HILL-CARRBORO CITY SCHOOLS

Est. 1909

STRATEGIC PLAN

2022-2027

- Accountability Outcomes
  - End of Year Results - Academic
  - Discipline Overview
  - Attendance Overview
- Areas of Focus for 26-27
  - Why ML/SWD
- AVID Pilots
- 3 Big Rocks
- Strategic Plan Update

THINK (AND ACT) DIFFERENTLY

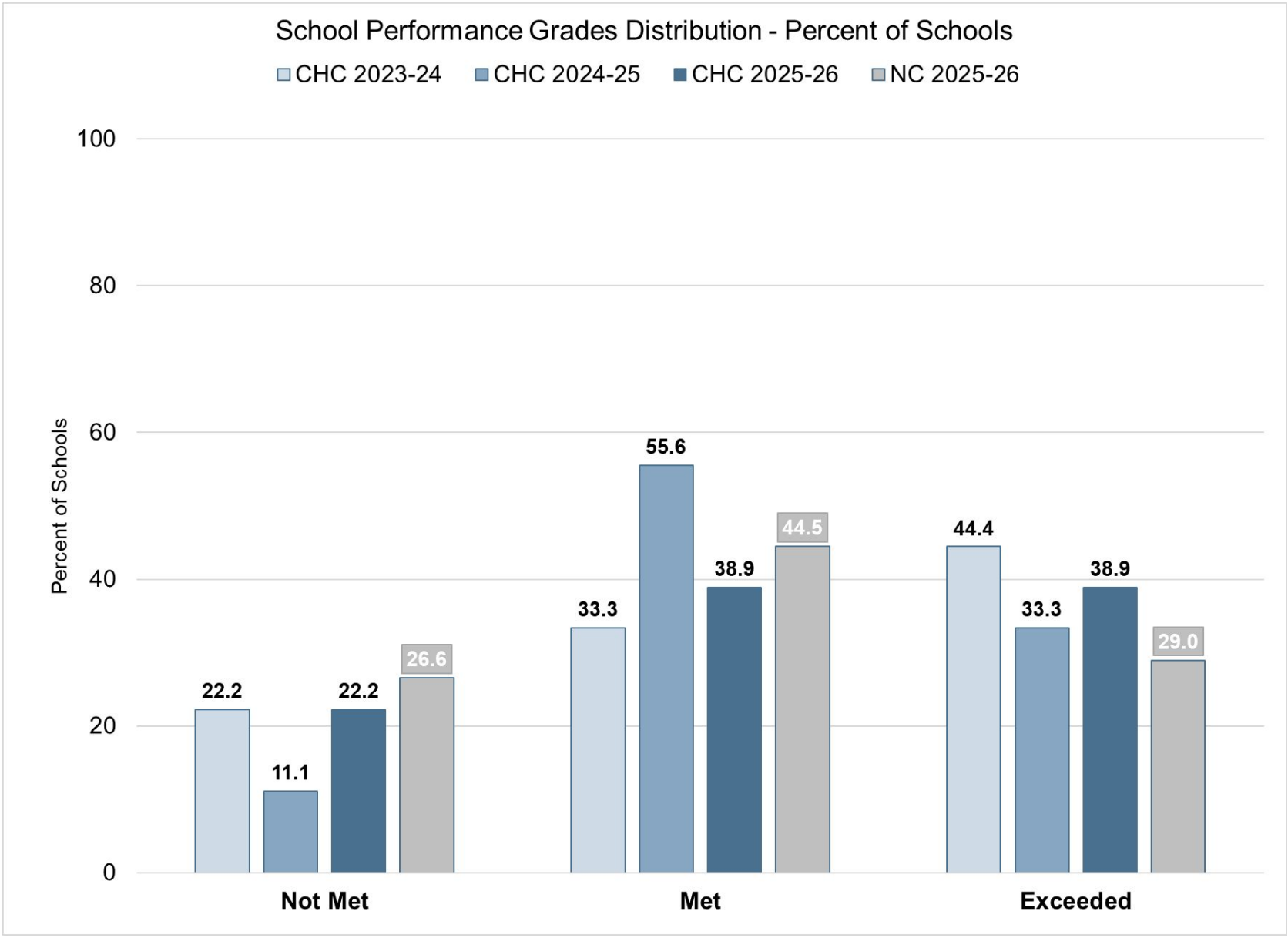
THINK (AND ACT)
DIFFERENTLY

# Accountability Overview

CHAPEL HILL-CARRBORO CITY SCHOOLS
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2022-2027

Growth is one of the metrics used to calculate the School Performance Grades under the Every Student Succeeds Act (ESSA).

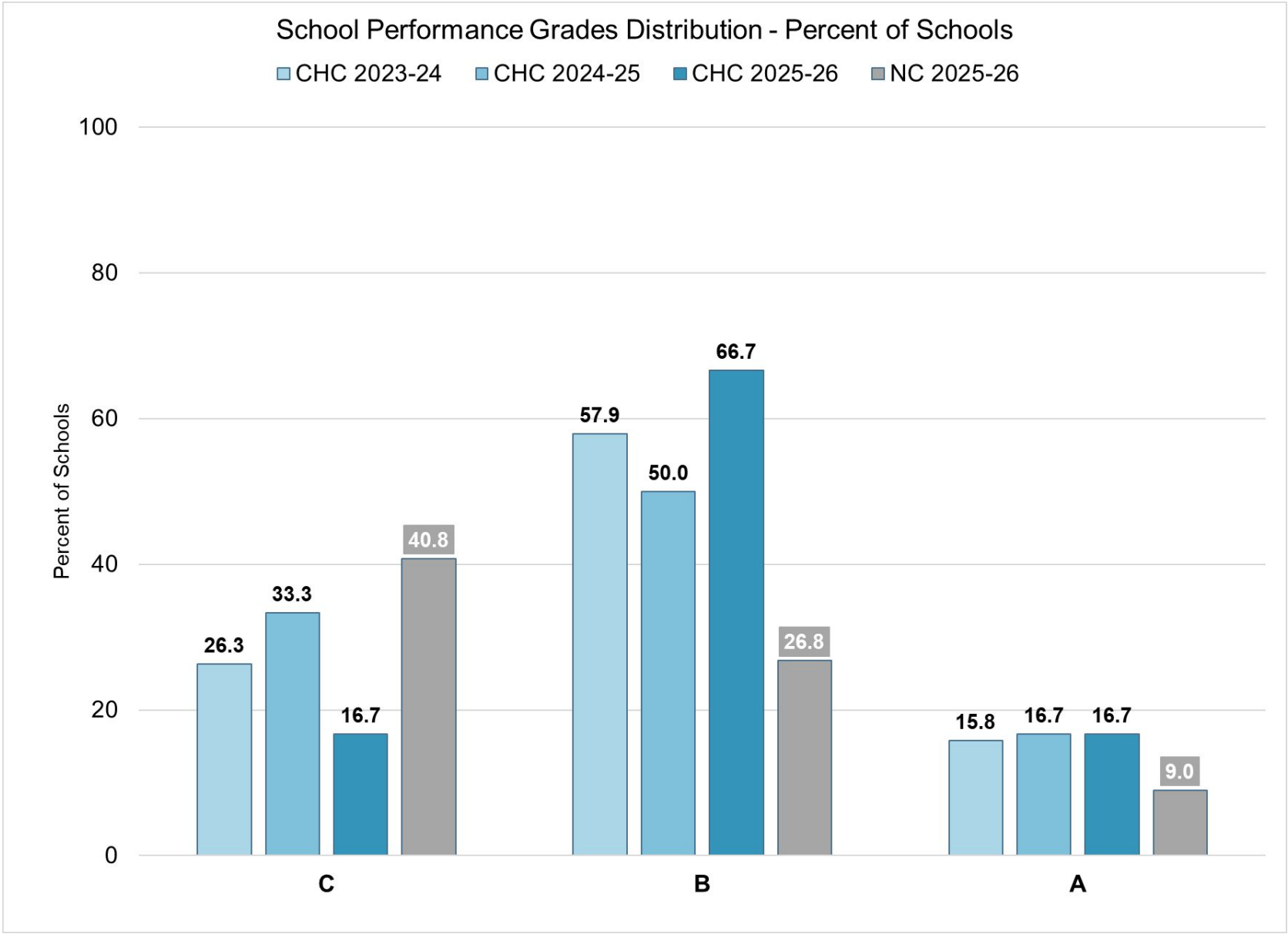
In 2025-26, 77.8% of CHCCS schools met or exceeded growth (NC 73.4%)



School Performance grades are calculated from 20% Growth and 80% Achievement. The outcome is based on a 15 point grading scale.

CHCCS had 83.4% of schools earn A or B grades.

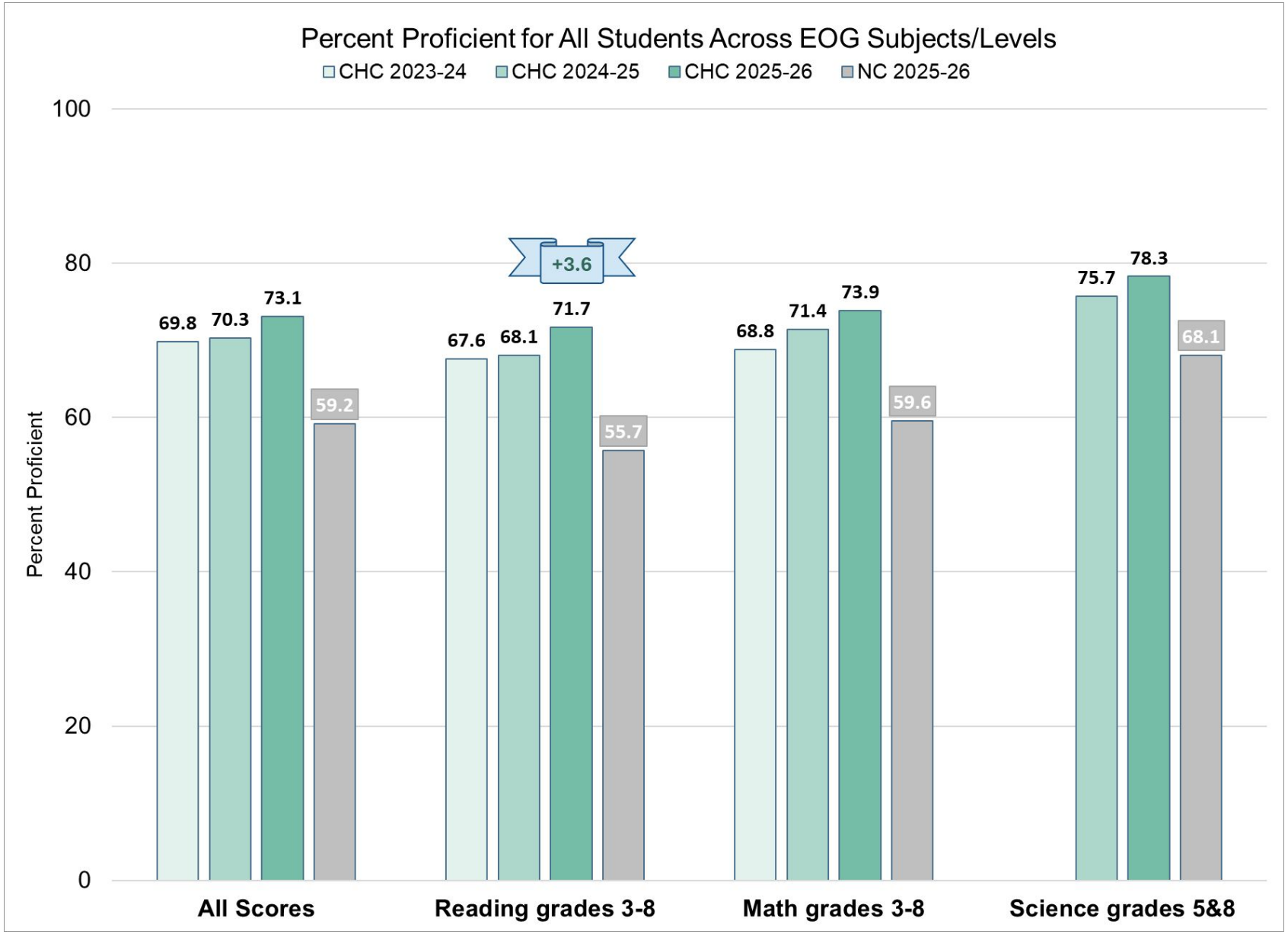
NC had 37.1% do the same; not shown, the State also had 20.2% earn a D grade, and 3.2% an F grade.



This chart shows proficiency by subjects with an End of Grade test over 3 years, plus the most recent data for NC.

In 2025-26, compared to 24-25 CHCCS differed by these percentage points:

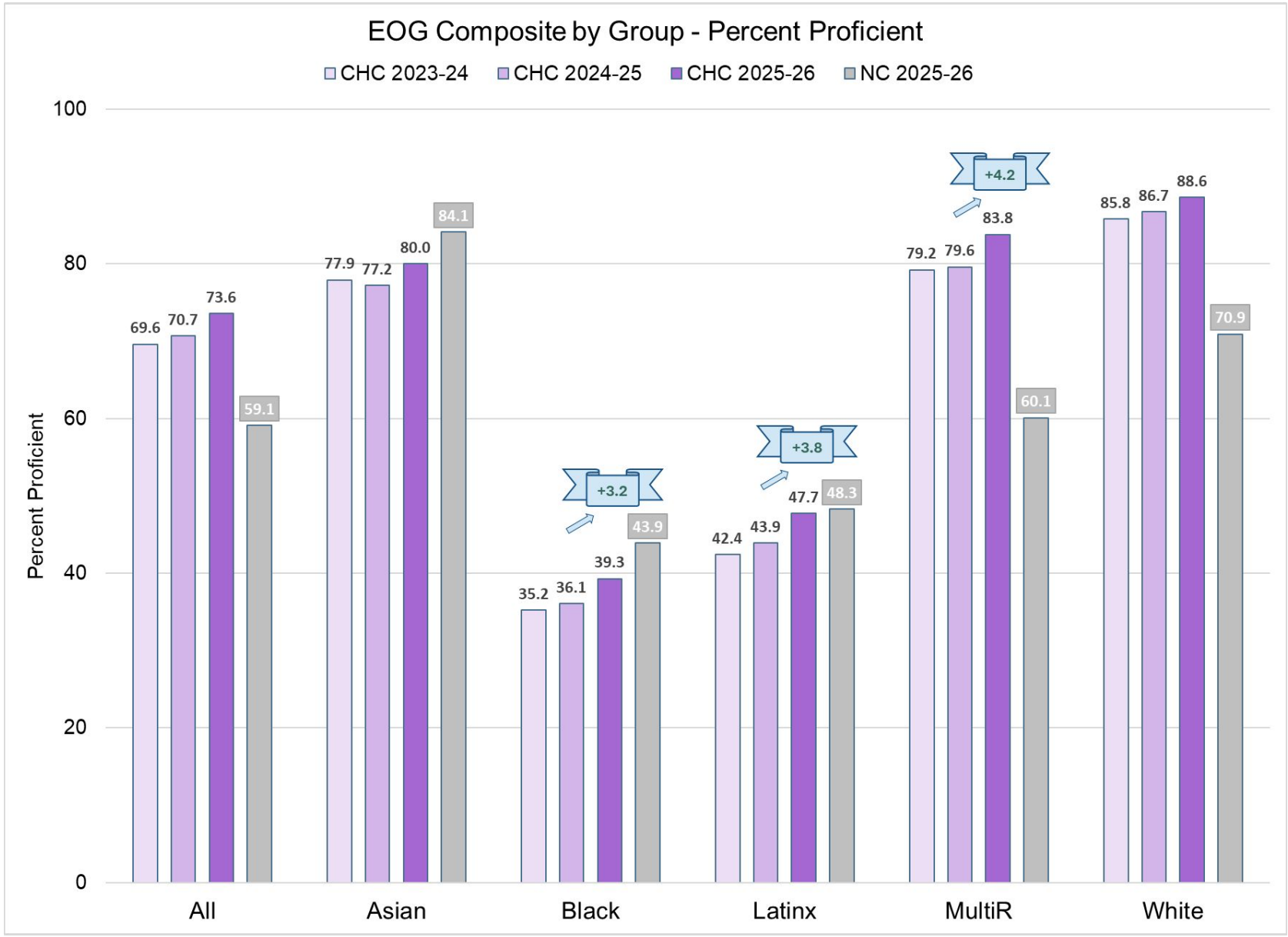
| | |
|---|---|
| Reading grades 3-8 | +3.6 |
| **All Scores** | **+2.8** |
| Science 5&8 | +2.6 |
| Math grades 3-8 | +2.5 |



The EOG composite includes reading and mathematics in grades 3-8, and science in grades 5 & 8. Stars indicate goals of 3 percentage point improvement were met.

CHC 2025-26 differed from 2024-25 CHC (in percentage points) by:

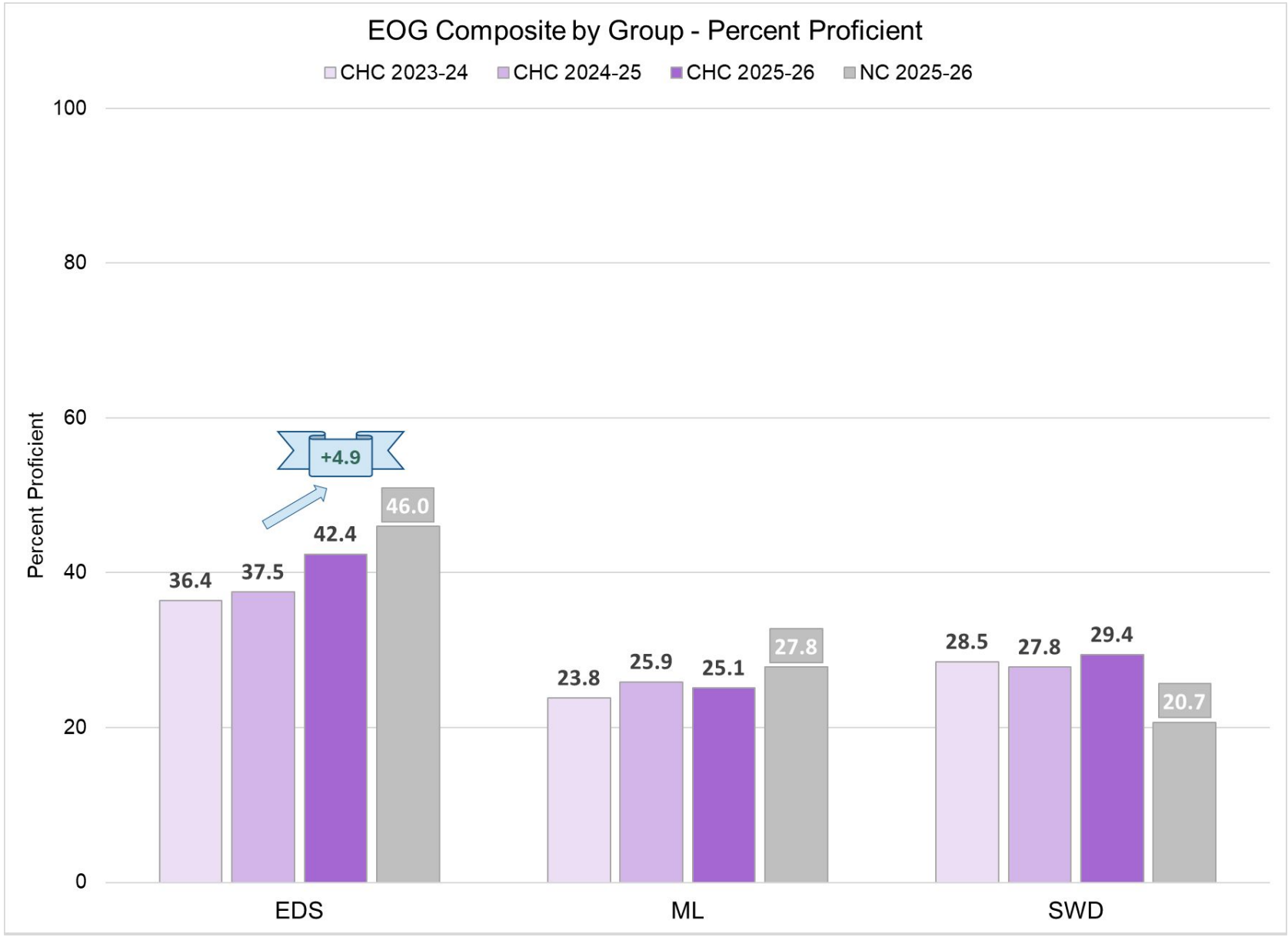
| | |
|---|---|
| Multiracial | +4.2 |
| Latinx | +3.8 |
| Black | +3.2 |
| **All** | **+2.9** |
| Asian | +2.8 |
| White | +1.9 |



The EOG composite includes reading and mathematics in grades 3-8, and science in grades 5 & 8. Stars indicate goals of 3 percentage point improvement were met.

CHC 2025-26 differed from 2024-25 CHC (in percentage points) by:

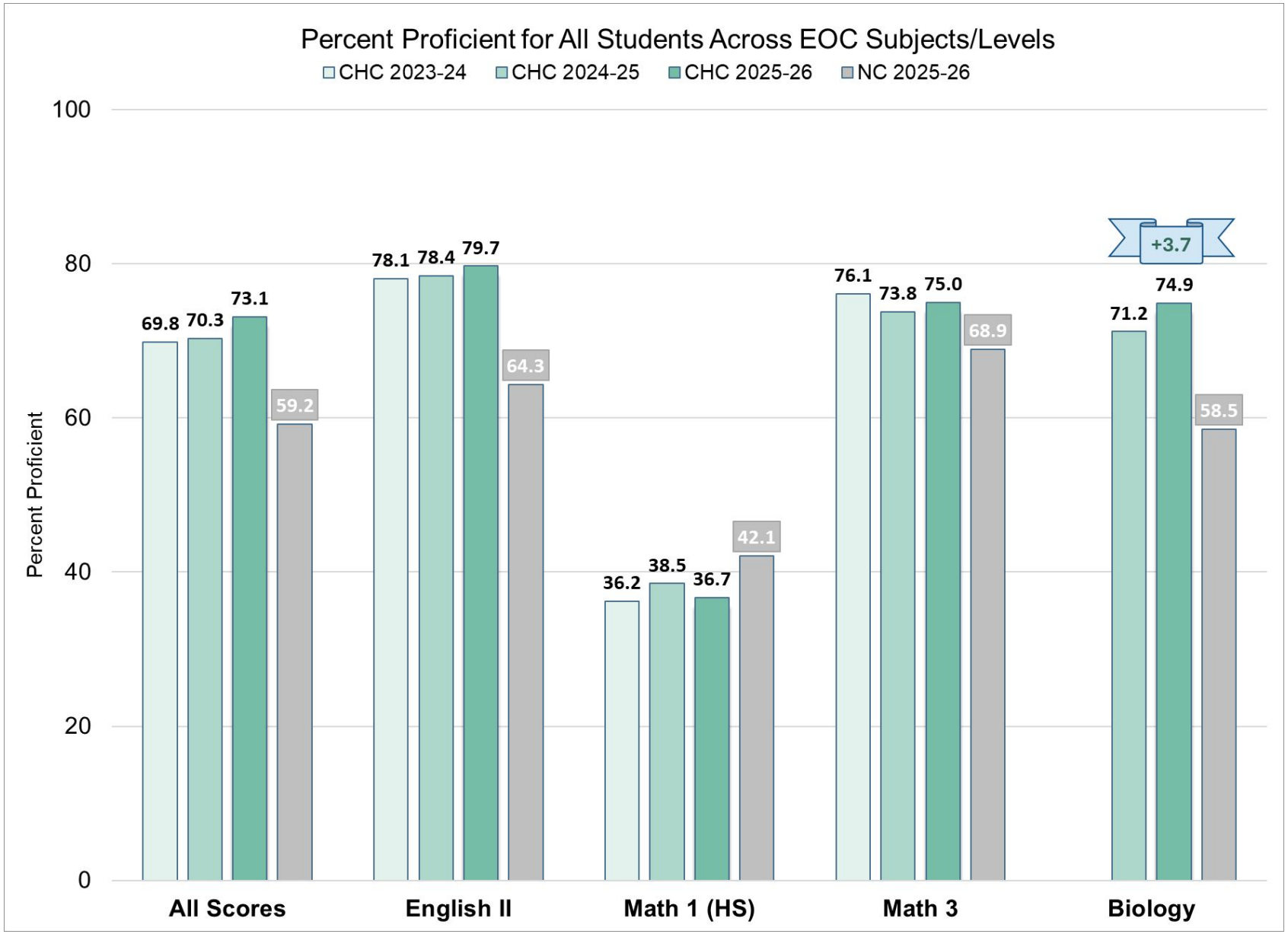
| | |
|---|---|
| EDS | +4.9 |
| **All** | **+2.9** |
| SWD | +1.6 |
| ML | -0.8 |



This chart shows proficiency by End of Course testing for 3 years, plus the most recent data for NC.

In 2025-26, compared to 24-25 CHCCS differed by these percentage points:

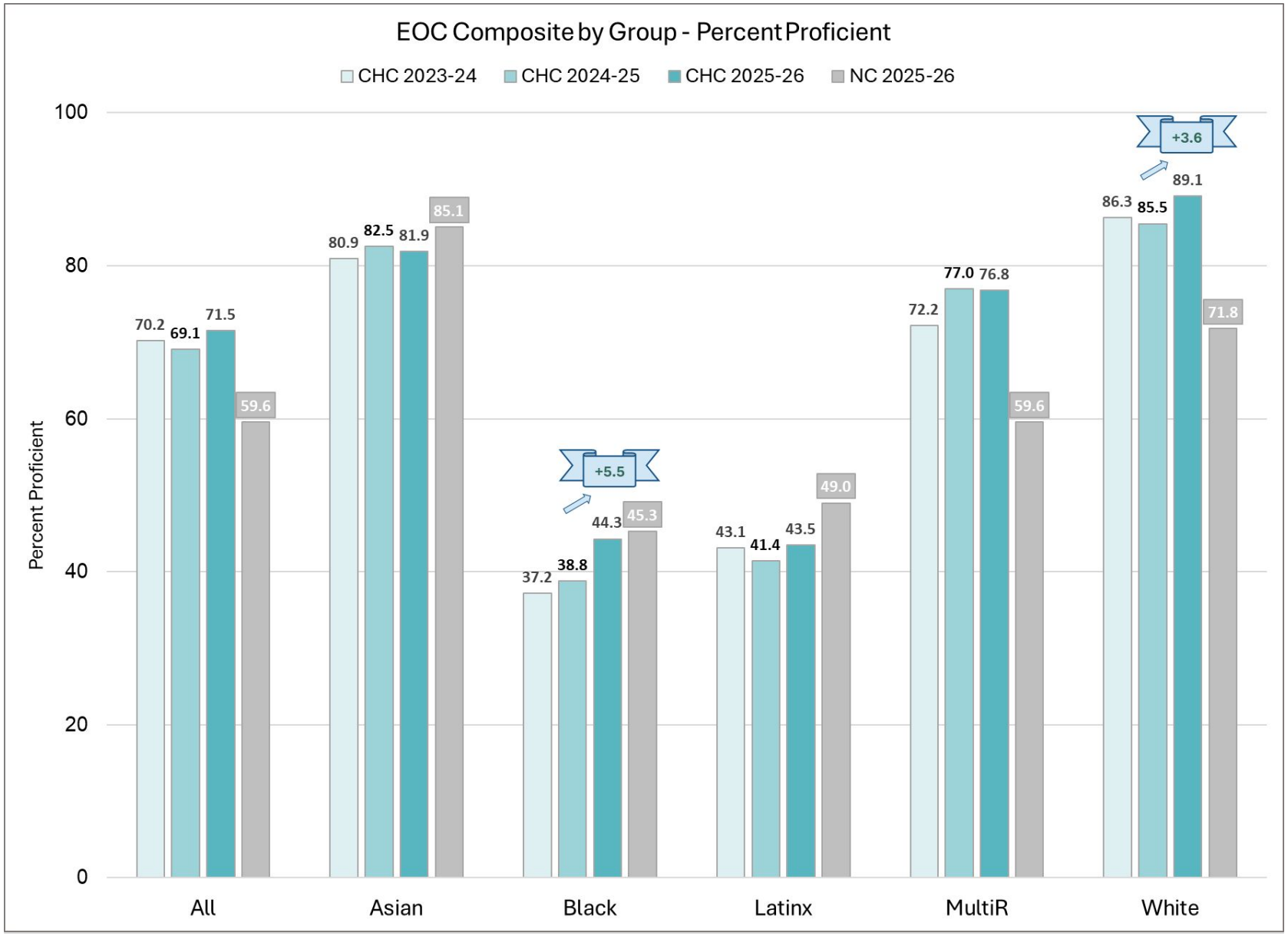
| | |
|---|---|
| Biology | +3.7 |
| **All Scores** | **+2.8** |
| English II | +1.3 |
| Math 3 | +1.2 |
| Math 1 (HS) | -1.8 |



The End-of-Course composite includes NC Math 1 in high school, NC Math 3, English II, and Biology.

Compared to 2024-25 CHC levels, 2025-26 CHC (in percent proficient)

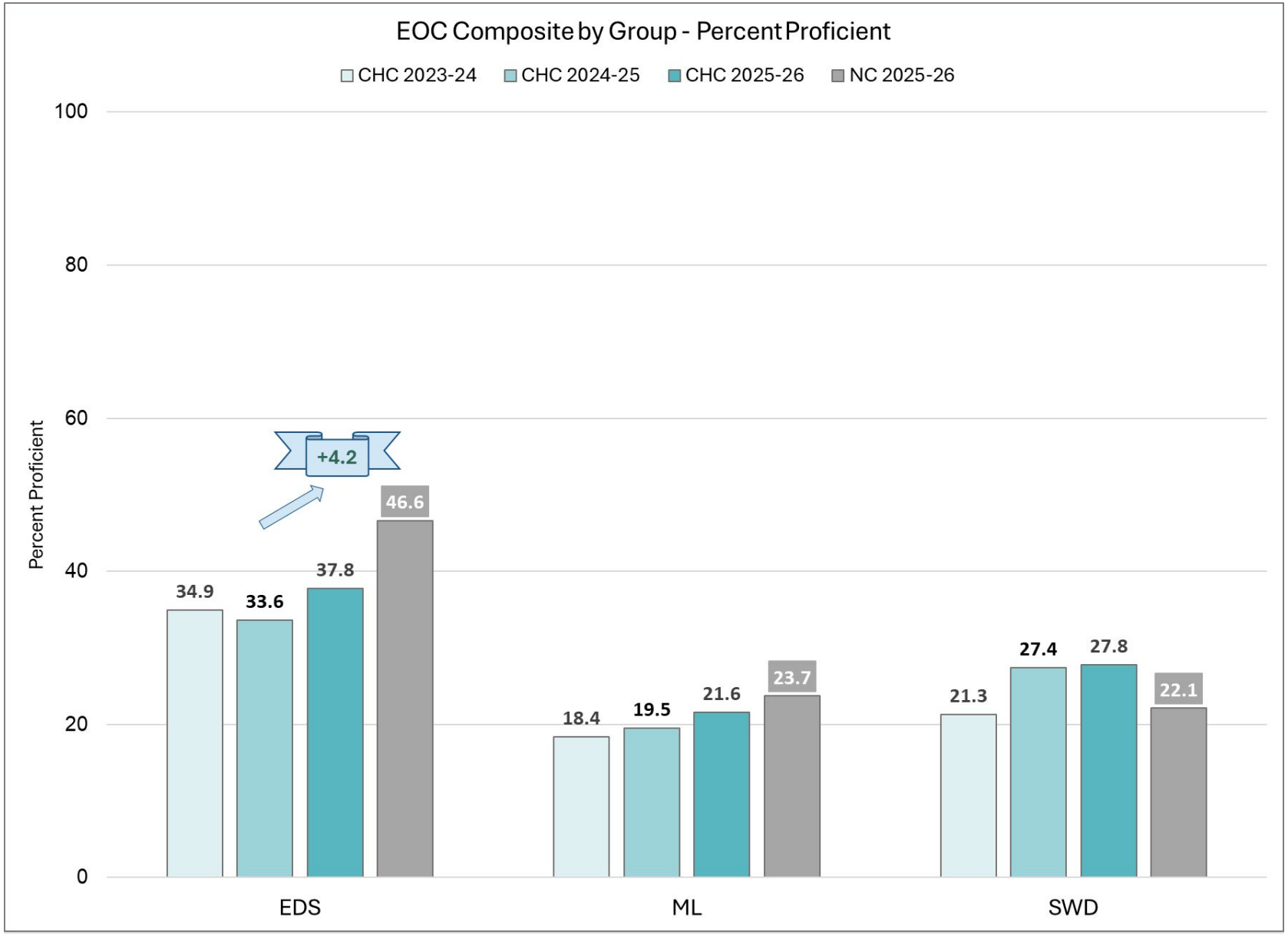
| | |
|---|---|
| Black | +5.5 |
| White | +3.6 |
| **All** | **+2.4** |
| Latinx | +2.1 |
| Multiracial | -0.2 |
| Asian | -0.6 |



The End-of-Course composite includes NC Math 1 in high school, NC Math 3, English II, and Biology. Stars show groups whose proficiency rose at least three percentage points.

Compared to 2024-25 CHC levels, 2025-26 CHC (in percent proficient)

| | |
|---|---|
| EDS | +4.2 |
| **All** | **+2.4** |
| ML | +2.1 |
| SWD | +0.4 |

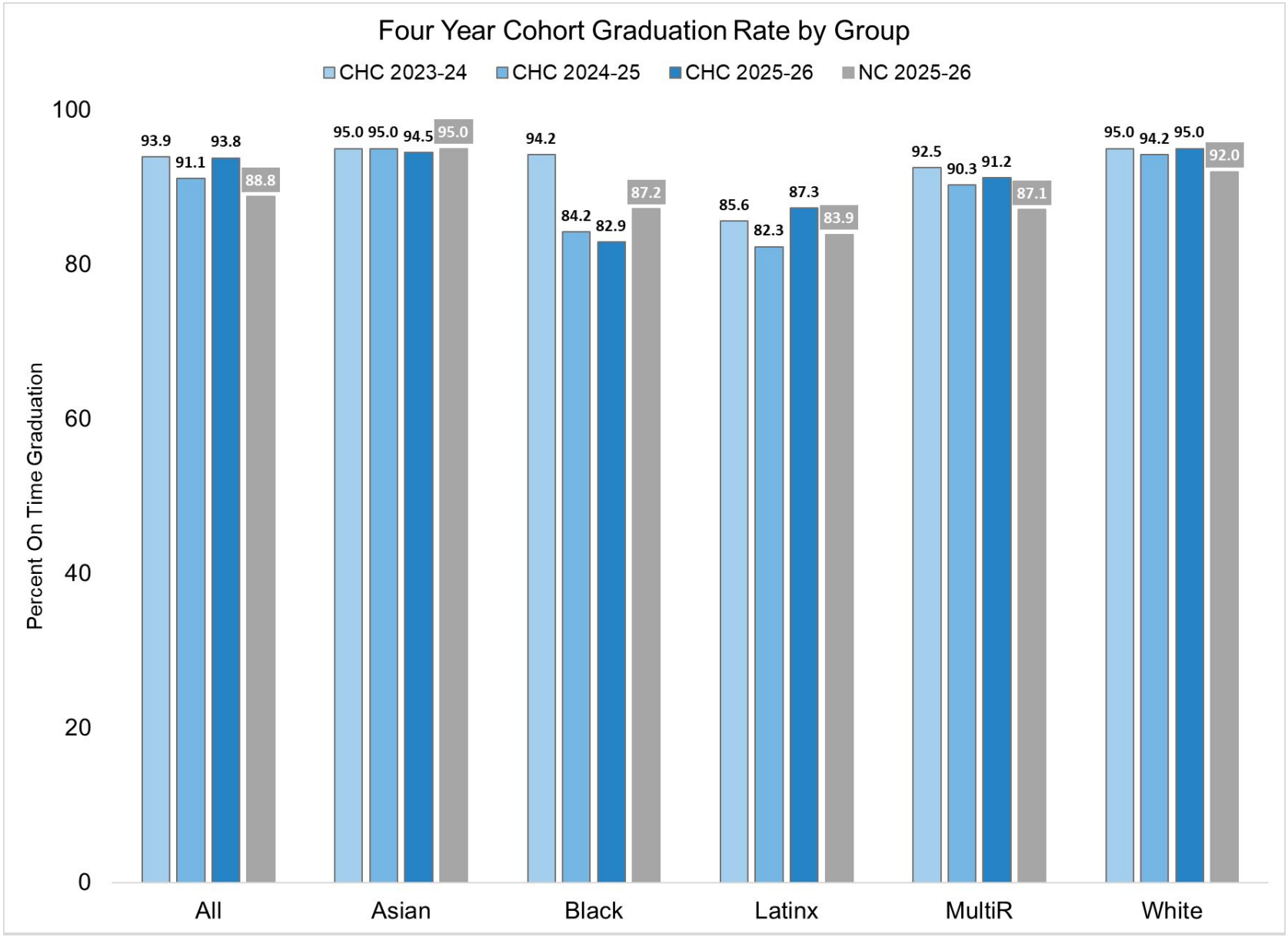


Cohort graduation rate is calculated by tracking a cohort of 9th graders over four years and calculating the proportion who graduated in four years.

The graduation rate for CHCCS for 2026 was 92.6 percent.

Compared to CHC in 2024-25, the CHCCS grad rates for 2025-26 differed by these amounts in percentage points:

| | |
|---|---|
| Latinx | +5.0 |
| **All** | **+1.5** |
| Multiracial | +0.9 |
| White | +0.8 |
| Asian | -0.5 |
| Black | -1.3 |

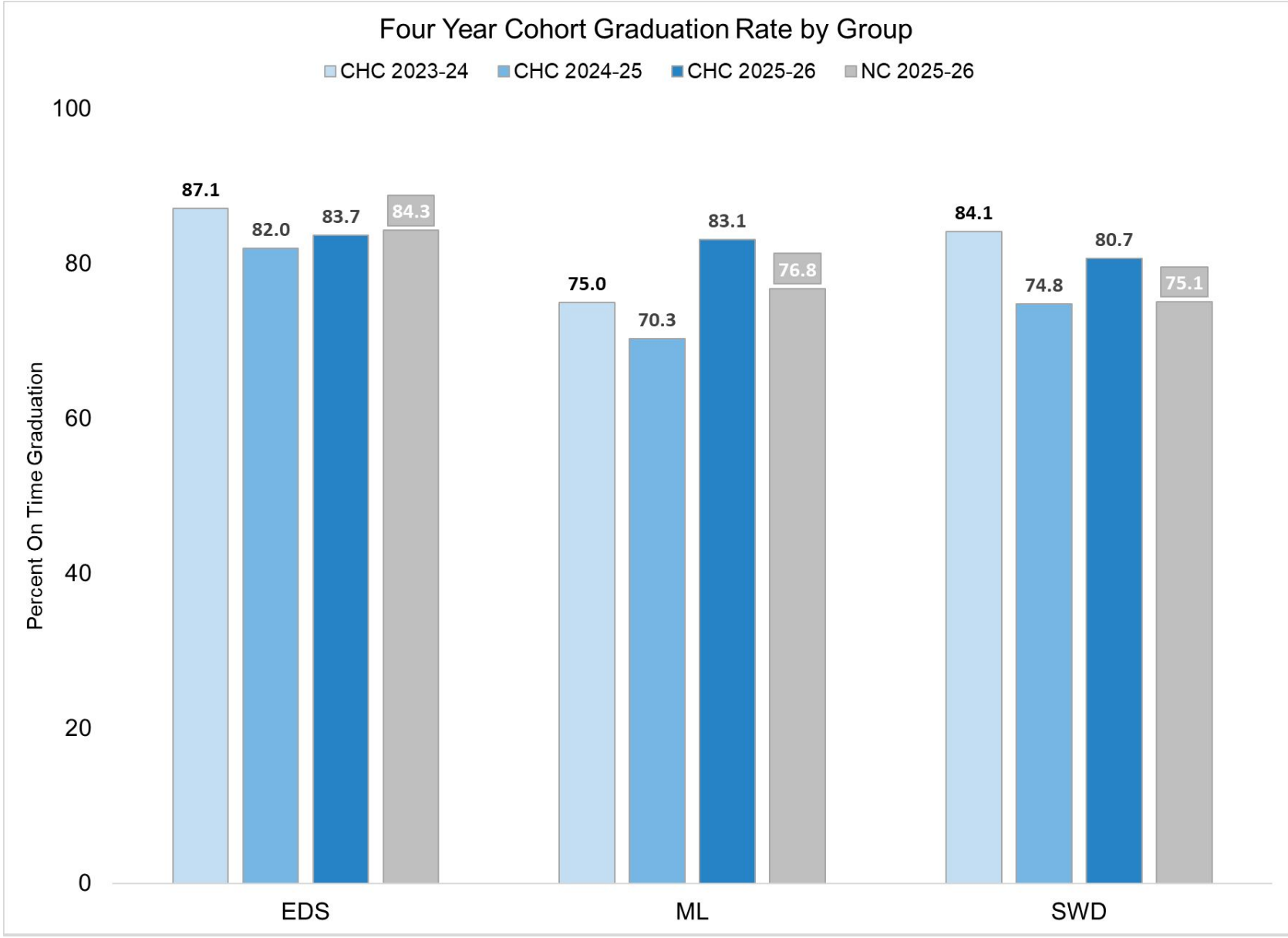


Cohort graduation rate is calculated by tracking a cohort of 9th graders over four years and calculating the proportion who graduated in four years.

The graduation rate for CHCCS for 2026 was 92.6 percent.

Compared to CHC in 2024-25, the CHCCS grad rates for 2025-26 differed by these amounts in percentage points:

| | |
|---|---|
| ML | +12.8 |
| SWD | +5.9 |
| EDS | +1.7 |
| **All** | **+1.5** |



# Discipline Overview

THINK (AND ACT) DIFFERENTLY

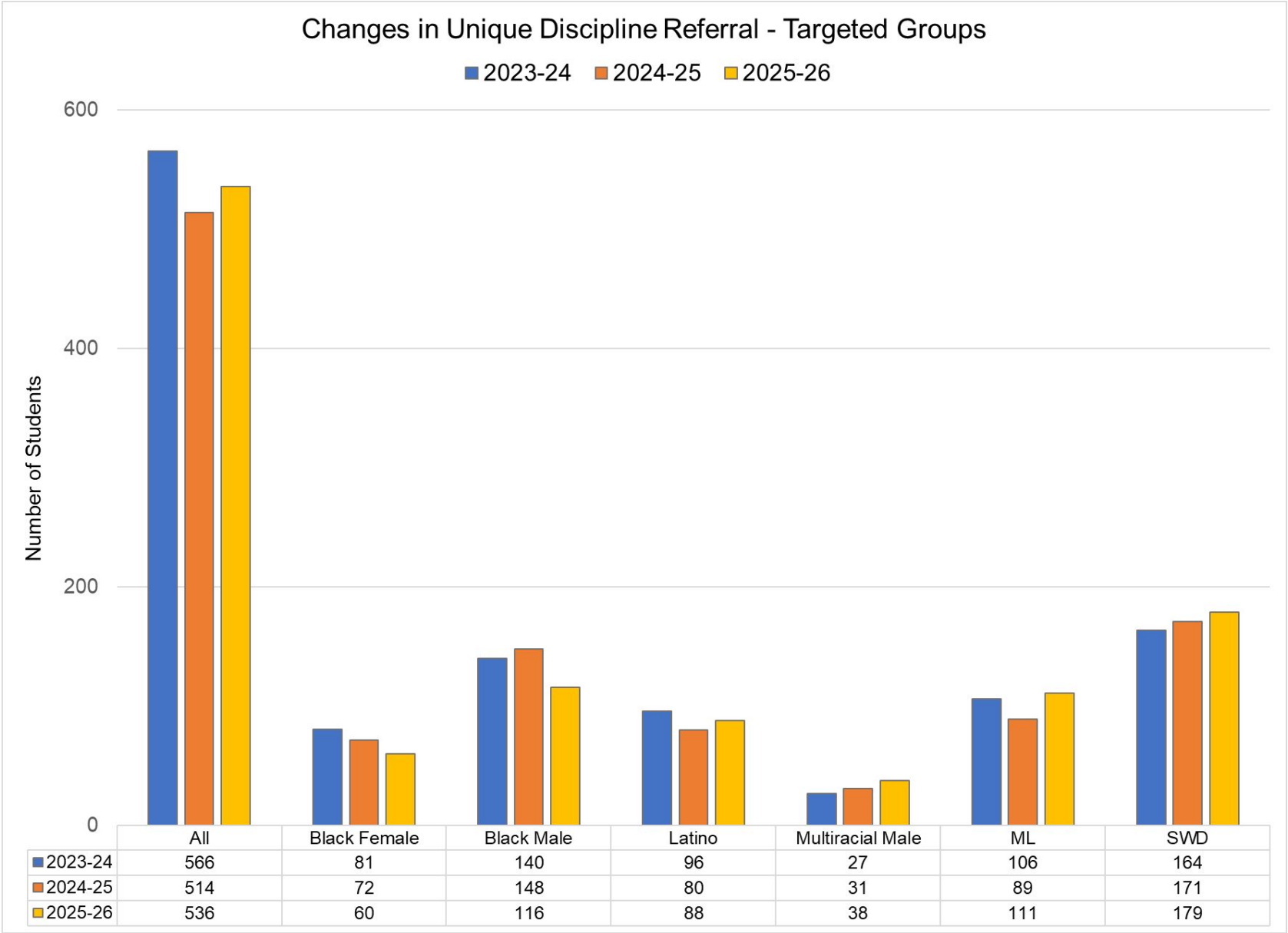
Overall, the number of students with one or more incidents increased by 22 from 2024-25 to 536 in 2025-26.

Enrollment was 11,018 at the end of last year, therefore 10,482 or (95.1%) of students did not have a referral in 2025-26.

Numbers have fallen each of the past two years among Black Female students, and in 2025-26 for Black Male students.

Numbers among SWD rose each of the past two years, up 15 in total.

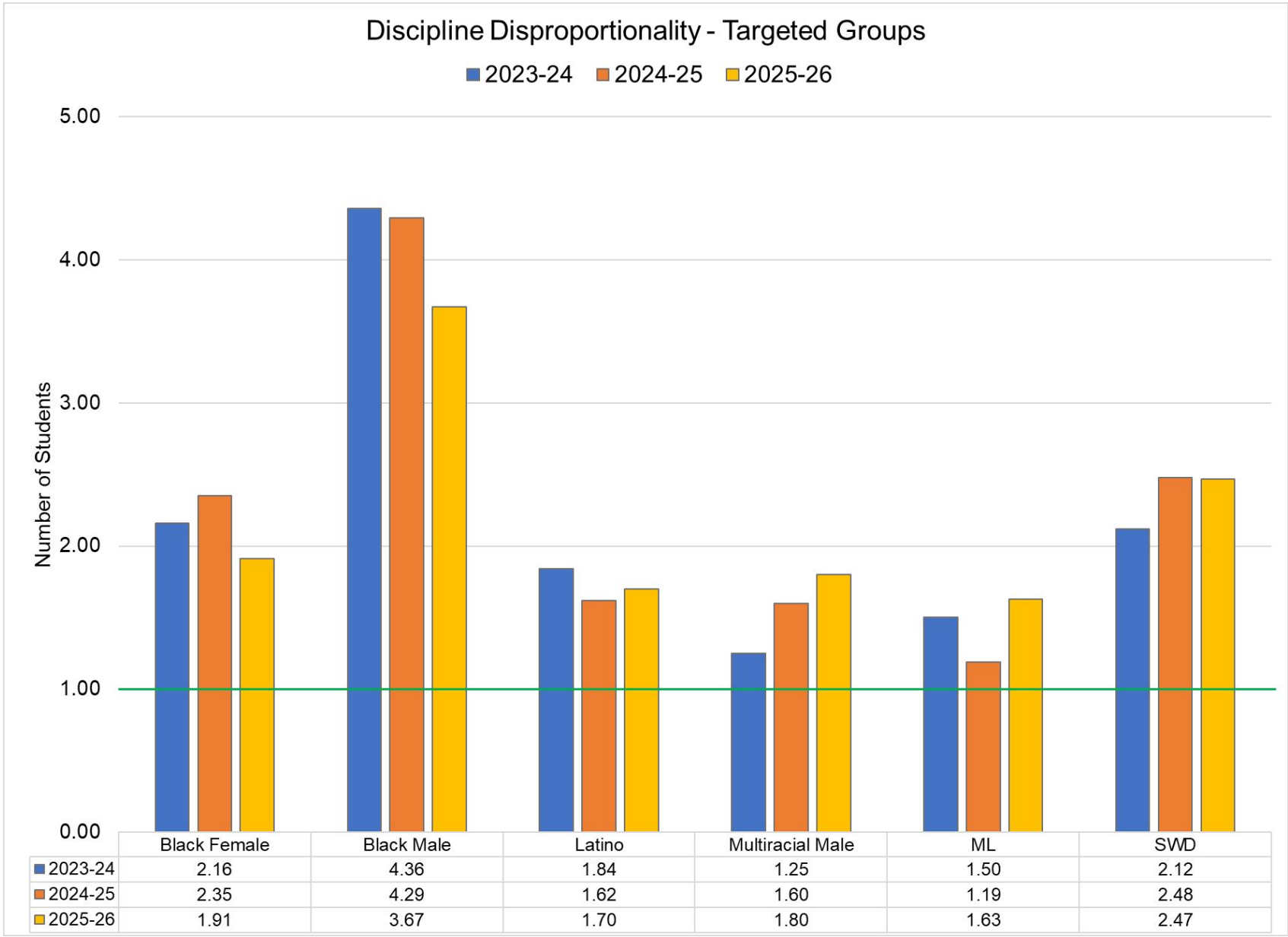
*In 2024-25, this report included PreK, and the enrollment comparison was monthly, not 20th day.




| | All | Black Female | Black Male | Latino | Multiracial Male | ML | SWD |
|---|---|---|---|---|---|---|---|
| 2023-24 | 566 | 81 | 140 | 96 | 27 | 106 | 164 |
| 2024-25 | 514 | 72 | 148 | 80 | 31 | 89 | 171 |
| 2025-26 | 536 | 60 | 116 | 88 | 38 | 111 | 179 |

The discipline disproportionality value is the proportion of a group in the set of students with incidents, divided by the proportion of the students in enrollment.

1.00 represents no disproportionality. The indexes for Black Females decreased to 1.91, and for Black Males to 3.67 in 2025-26.




| | Black Female | Black Male | Latino | Multiracial Male | ML | SWD |
|---|---|---|---|---|---|---|
| 2023-24 | 2.16 | 4.36 | 1.84 | 1.25 | 1.50 | 2.12 |
| 2024-25 | 2.35 | 4.29 | 1.62 | 1.60 | 1.19 | 2.48 |
| 2025-26 | 1.91 | 3.67 | 1.70 | 1.80 | 1.63 | 2.47 |

# Panorama Student Perception Surveys

## Elementary Fall 2025-26

School Safety 78% favorable
(up from 67% Spring 22-23)

Teacher-Student Relationships 74% favorable
(up 2 percentage points from last Spring)

Sense of Belonging 67% favorable
(up 3 percentage points from Spring 23-24)

School Climate 65% favorable
(up 5 percentage points from last Spring)

## Secondary Fall 2025-26

School Safety 60% favorable
(up 3 percentage points from last Spring)

Teacher-Student Relationships 50% favorable
(up 5 percentage points from last Spring)

Sense of Belonging 48% favorable
(up 10 percentage points from Spring of 23-24)

School Climate 42% Favorable
(up 6 percentage points from last Spring)

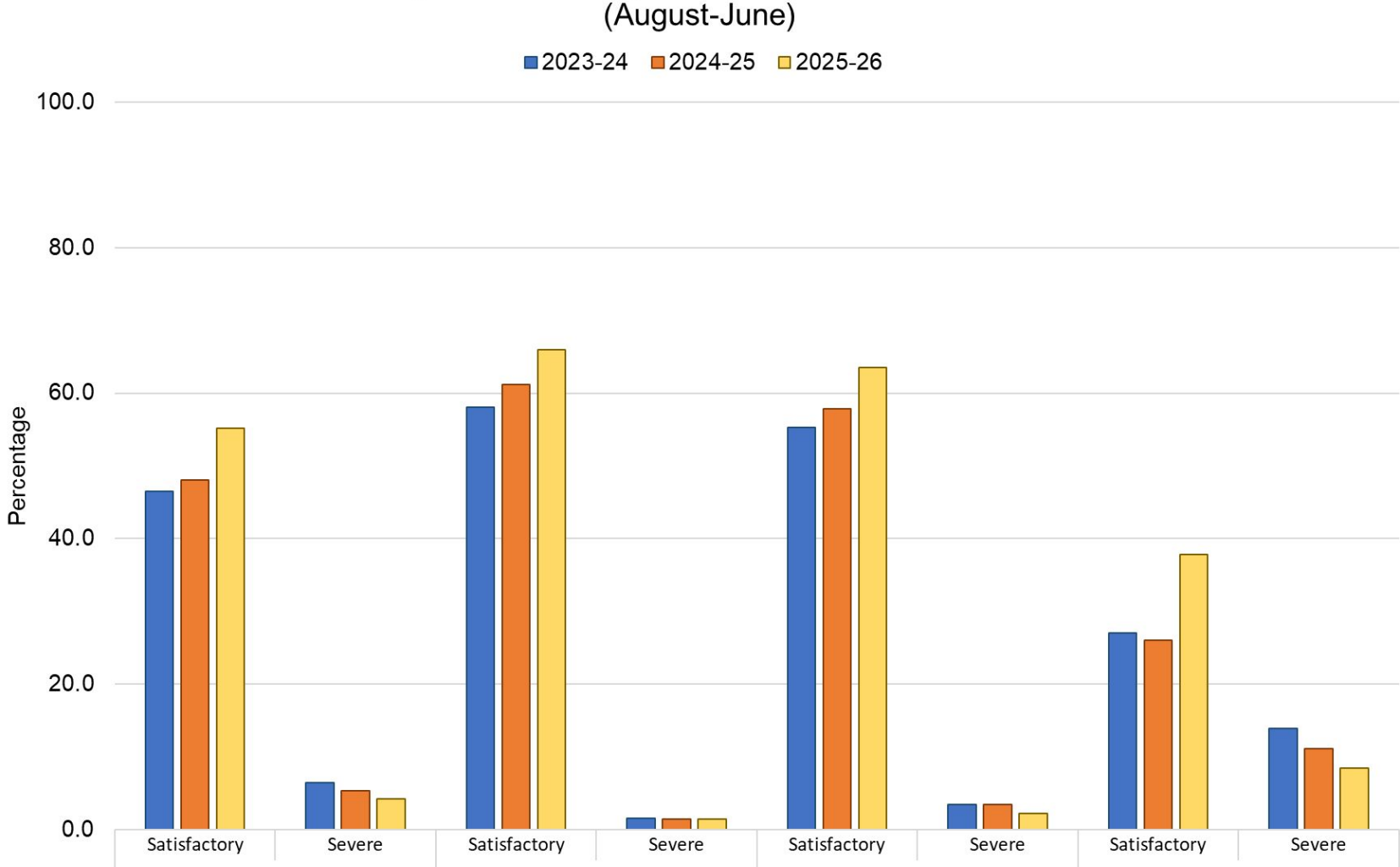
# Attendance Overview

THINK (AND ACT) DIFFERENTLY

Elementary (ES) and middle schools (MS) both had increases in Satisfactory Attendance for the past two years, ES up 7.9 percentage points to 66.0%, and MS up 8.2 percentage points to 63.5%.  High school Satisfactory attendance increased by 11.8 percentage points during 2025-26.

The Severe Absences level dropped to 4.2% overall with ES down to 1.4%, MS down to 2.2%, and HS down to 8.5%.

For 2025-26, the District chose an attendance goal of improving the proportion of students by three or more percentage points over the prior year for a metric defined as a combination of both Satisfactory and Mild - 90% attendance or more.



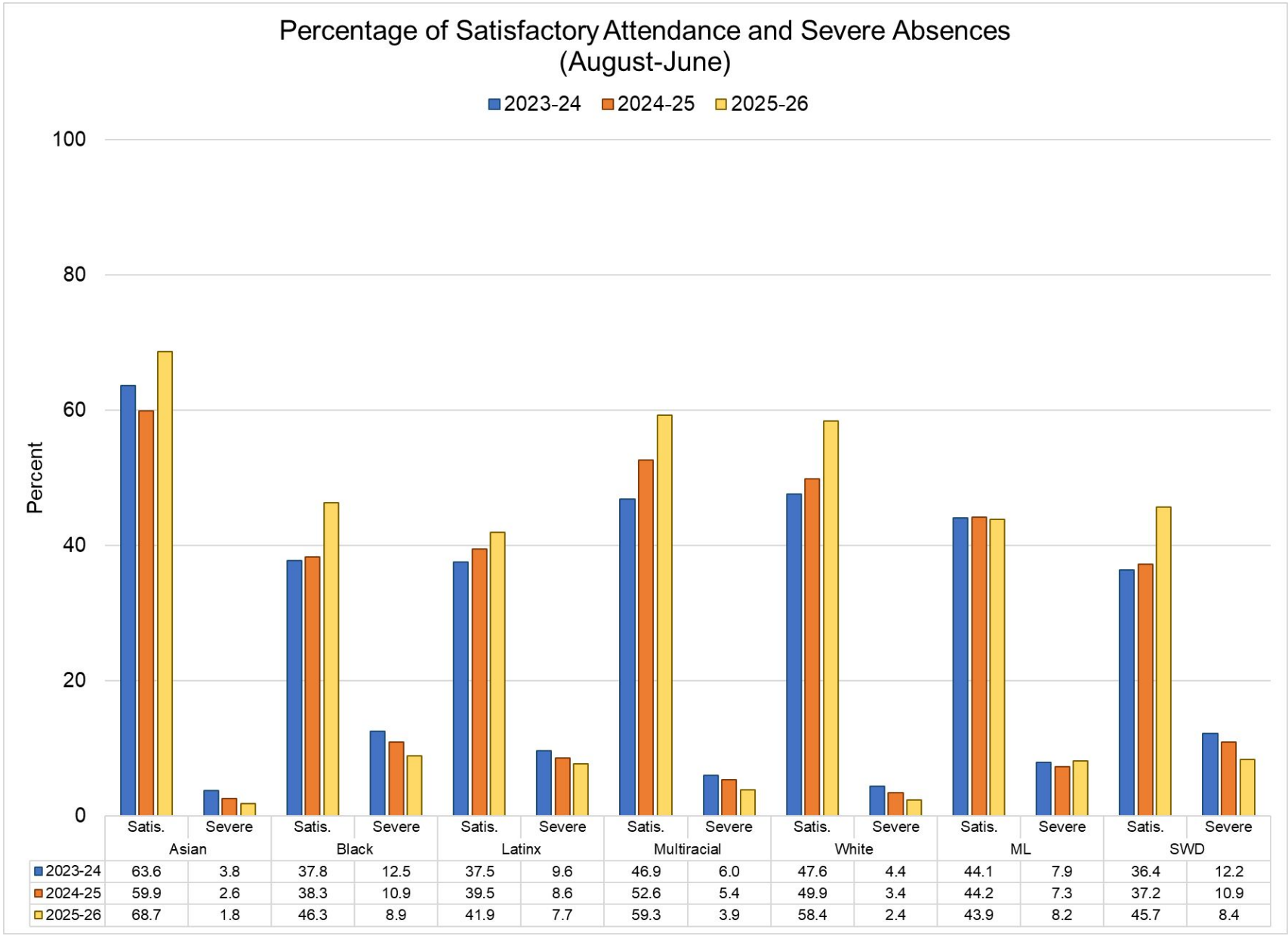

| | All | | Elementary | | Middle | | High | |
|---|---|---|---|---|---|---|---|---|
| | Satisfactory | Severe | Satisfactory | Severe | Satisfactory | Severe | Satisfactory | Severe |
| 2023-24 | 46.5 | 6.4 | 58.1 | 1.6 | 55.3 | 3.5 | 27.0 | 13.9 |
| 2024-25 | 48.1 | 5.3 | 61.2 | 1.5 | 57.8 | 3.5 | 26.0 | 11.1 |
| 2025-26 | 55.2 | 4.2 | 66.0 | 1.4 | 63.5 | 2.2 | 37.8 | 8.5 |

Overall, CHCCS exceeded the goal by 1.5 percentage points up to 85.5 percentage points. All groups met or exceeded the goal, except ML who missed the mark by 0.9 percentage points:

| | |
|---|---|
| Multiracial | 59.3 |
| White | 58.4 |
| Black | 46.3 |
| SWD | 45.7 |
| ML | 43.9 |
| Latinx | 41.9 |

Severe:

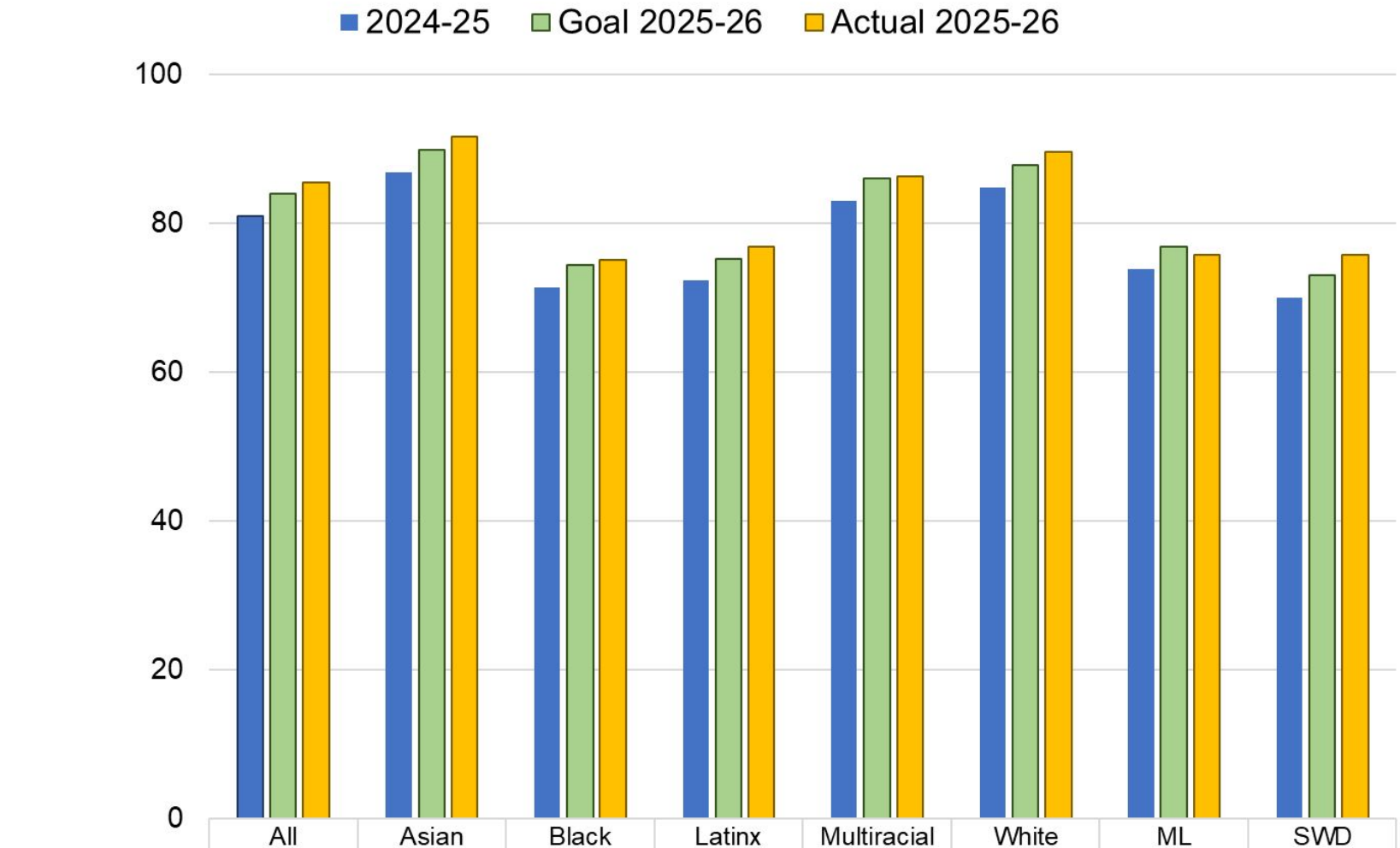
| | |
|---|---|
| Asian | 1.8 |
| White | 2.4 |
| Multiracial | 3.9 |
| Latinx | 7.7 |
| ML | 8.2 |
| SWD | 8.4 |
| Black | 8.9 |




| | Asian | | Black | | Latinx | | Multiracial | | White | | ML | | SWD | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Satis. | Severe | Satis. | Severe | Satis. | Severe | Satis. | Severe | Satis. | Severe | Satis. | Severe | Satis. | Severe |
| 2023-24 | 63.6 | 3.8 | 37.8 | 12.5 | 37.5 | 9.6 | 46.9 | 6.0 | 47.6 | 4.4 | 44.1 | 7.9 | 36.4 | 12.2 |
| 2024-25 | 59.9 | 2.6 | 38.3 | 10.9 | 39.5 | 8.6 | 52.6 | 5.4 | 49.9 | 3.4 | 44.2 | 7.3 | 37.2 | 10.9 |
| 2025-26 | 68.7 | 1.8 | 46.3 | 8.9 | 41.9 | 7.7 | 59.3 | 3.9 | 58.4 | 2.4 | 43.9 | 8.2 | 45.7 | 8.4 |

For 2025-26, the District chose an attendance goal of improving the proportion of students with a Satisfactory and Mild Attendance Rate (90%+ attendance) by three or more percentage points over the prior year.

Overall, CHCCS exceeded the goal by 1.5 percentage points up to 85.5 percentage points. All groups met or exceeded the goal, except ML who exceeded their 2024-25 rate by 1.9 points.




| | All | Asian | Black | Latinx | Multiracial | White | ML | SWD |
|---|---|---|---|---|---|---|---|---|
| 2024-25 | 81.0 | 86.9 | 71.4 | 72.3 | 83.1 | 84.9 | 73.9 | 70.1 |
| Goal 2025-26 | 84.0 | 89.9 | 74.4 | 75.3 | 86.1 | 87.9 | 76.9 | 73.1 |
| Actual 2025-26 | 85.5 | 91.7 | 75.1 | 76.9 | 86.4 | 89.7 | 75.8 | 75.8 |

# Attendance Recovery & Support

- 2026 Attendance Campaign **Your Presence Matters**
    - BOY Messaging For Families

- Reviewing the Parent Notification/ Alert Process

- Attendance team: Through Student Services PLC
    - Pre-list during beginning of the year
    - School's chronic absenteeism
    - Case management assignments
    - Attendance support plans
    - Attendance letters to families

# Next Steps

- **Collaboration** with EC around disproportionality and increasing our menu of support and sharing best practices
- **Fidelity** to interventions and the Code of Conduct
- Kick off the **Attendance Campaign:** Your Presence Matters
- Attendance Goals shared with social workers & school leaders

Emphasis on relationship building: **AVID Strand Relational Capacity**

**Increasing our Partnerships** and Wrap Around Services

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2022-2027

**THINK** (AND **ACT**)
DIFFERENTLY

THINK (AND ACT)
DIFFERENTLY

# Strategic Plan Update

CHAPEL HILL-CARRBORO CITY SCHOOLS
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STRATEGIC PLAN
2022-2027

# Strategic Plan - Key Strategic Actions

- Strategic Plan 2027:
  - Key Strategic Actions Progress Display
    - 68% of KSAs were On Target
    - 13% were Progressing
    - 8% Off Target
    - 11% each Paused, or Strategically Abandoned
  - Goals Met - 68% up from 44% last year
  - Begin to sunset this plan

THINK (AND ACT)
DIFFERENTLY

# Quick Lookback

# Pre-Covid vs Now

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2022-2027

# Are we back to pre-Covid levels?

- A couple of things to consider
  - New ELA and Science EOG tests since 2020
  - Different Cohorts
  - For reference a student in Kindergarten in 19-20 is currently in 7th grade

- 8 schools higher than 2019, 3 within 1 point of 2019
- Elementary average is back to 2019 (up 1 point if take out outlier school), while secondary is 3 points behind 2019 levels.

THINK (AND ACT)
DIFFERENTLY

# Narrowing a Focus for 2026-27

# Multilingual Learners & Students with Disabilities

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2022-2027

# Focus on Instruction for Multilingual Learners and Students with Disabilities

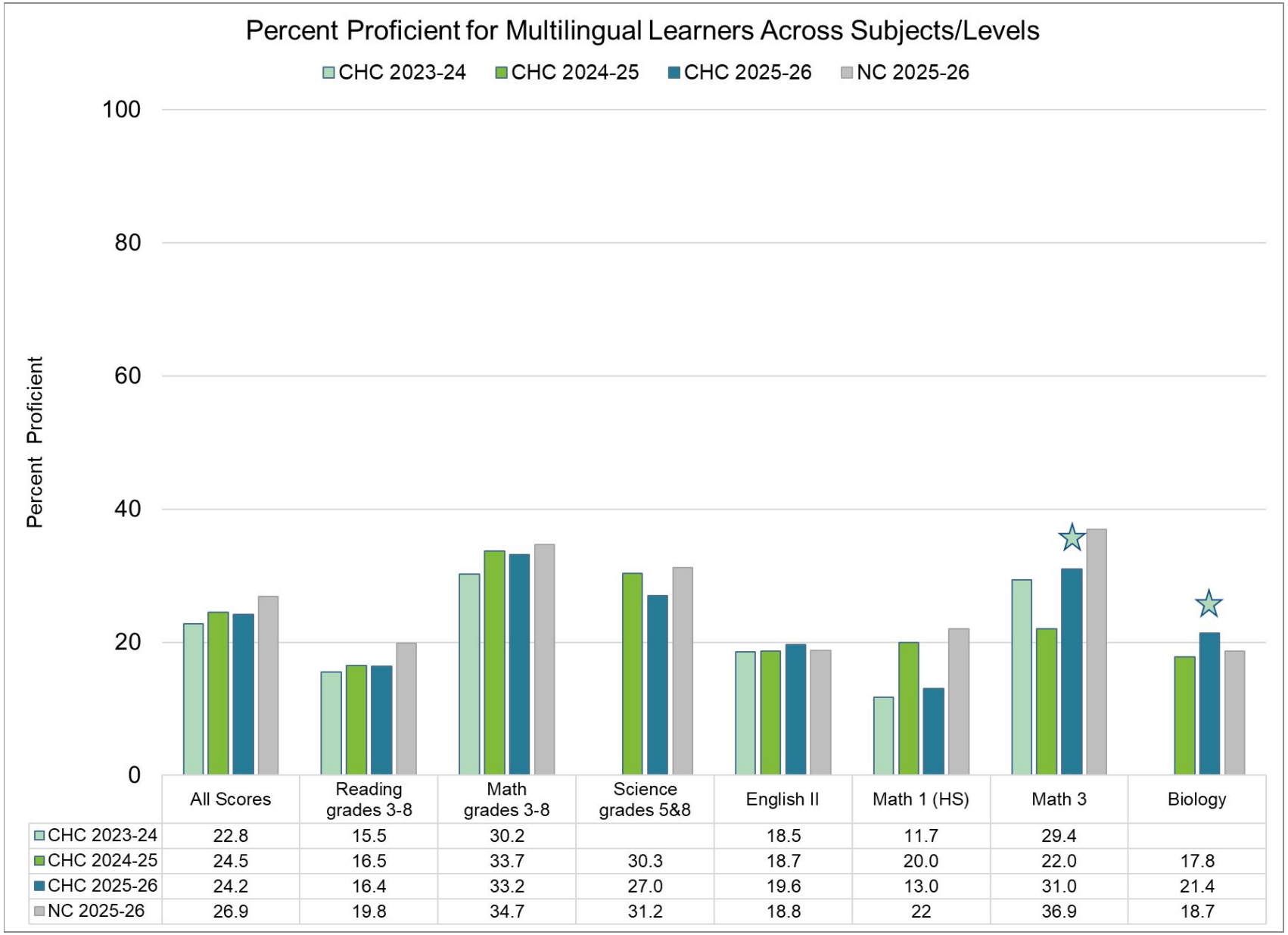
Seven of our eighteen traditional schools have been identified as either TSI-CU or ATSI for Students with Disabilities and three schools were so identified for Multilingual Learners

| | Enrolled (2025-26) | ML or SWD | Pct ML or SWD |
|---|---|---|---|
| All | 11,009 | 2,525 | 22.9 |
| Asian | 1,507 | 396 | 26.3 |
| Black | 1,297 | 380 | 29.3 |
| Latinx | 2,157 | 1,047 | 48.5 |
| Multiracial | 858 | 112 | 13.1 |
| White | 5,175 | 585 | 11.3 |

This chart shows percent proficient among Multilingual Learners for each State Assessment over time compared to the 2025-26 NC Average for ML.

Proficiency rose by 3 or more percentage points on the Math 3 and Biology EOCs.

Math 1 and Science 5th & 8th grade proficiency dropped, while All scores, Reading and Math EOG and English II stayed about the same.

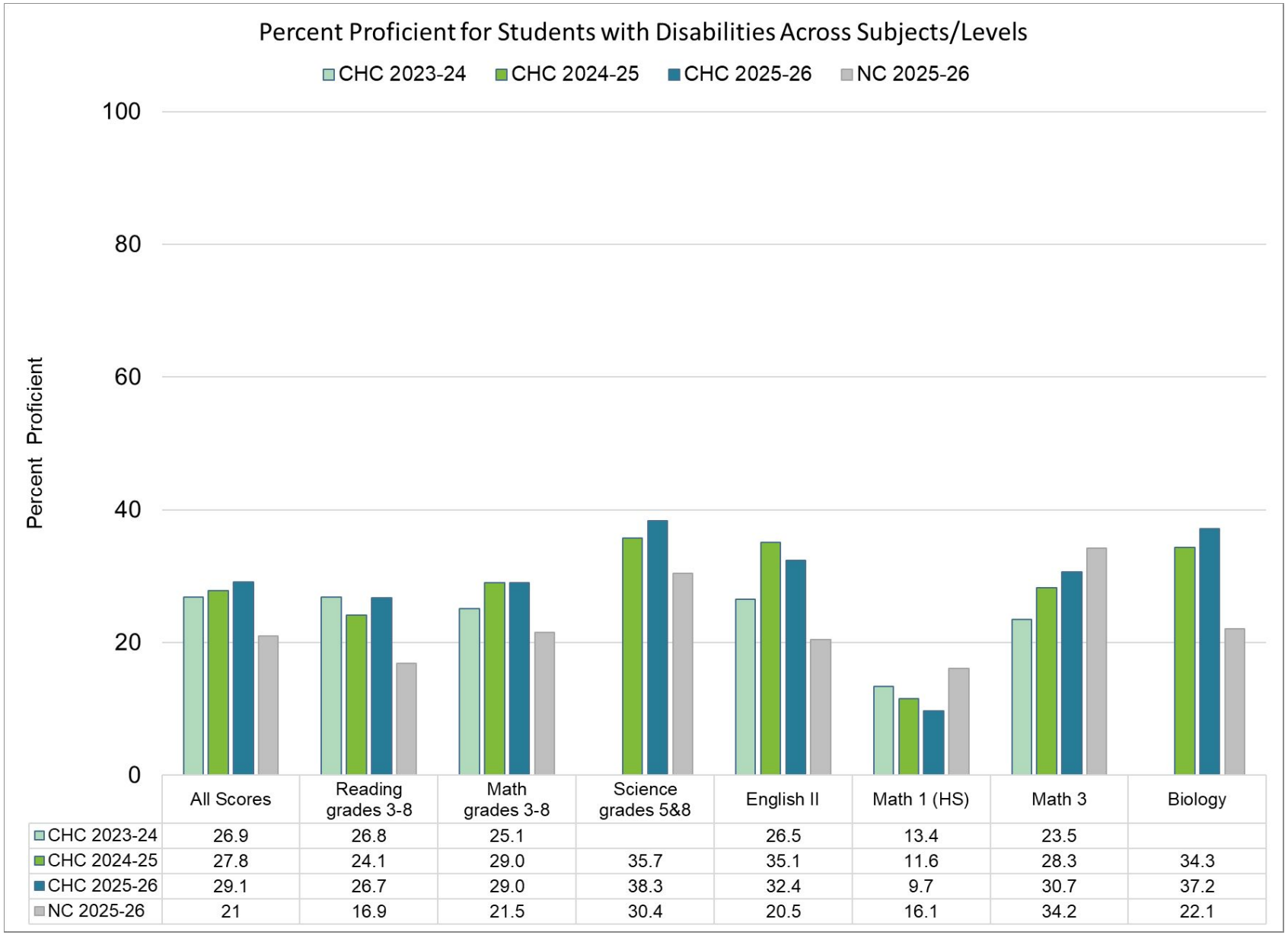



| | All Scores | Reading grades 3-8 | Math grades 3-8 | Science grades 5&8 | English II | Math 1 (HS) | Math 3 | Biology |
|---|---|---|---|---|---|---|---|---|
| CHC 2023-24 | 22.8 | 15.5 | 30.2 | | 18.5 | 11.7 | 29.4 | |
| CHC 2024-25 | 24.5 | 16.5 | 33.7 | 30.3 | 18.7 | 20.0 | 22.0 | 17.8 |
| CHC 2025-26 | 24.2 | 16.4 | 33.2 | 27.0 | 19.6 | 13.0 | 31.0 | 21.4 |
| NC 2025-26 | 26.9 | 19.8 | 34.7 | 31.2 | 18.8 | 22 | 36.9 | 18.7 |

This chart shows percent proficient among Students with Disabilities for each State Assessment over time as compared to the 2025-26 NC average for SWD.

Overall, since 2023-24, SWD proficient rose by 2.2 percentage points.

Proficiency in Math 1 has decreased over the past two years, while proficiency for Math 3 had increased by 7.2 percentage points.




| | All Scores | Reading grades 3-8 | Math grades 3-8 | Science grades 5&8 | English II | Math 1 (HS) | Math 3 | Biology |
|---|---|---|---|---|---|---|---|---|
| CHC 2023-24 | 26.9 | 26.8 | 25.1 | | 26.5 | 13.4 | 23.5 | |
| CHC 2024-25 | 27.8 | 24.1 | 29.0 | 35.7 | 35.1 | 11.6 | 28.3 | 34.3 |
| CHC 2025-26 | 29.1 | 26.7 | 29.0 | 38.3 | 32.4 | 9.7 | 30.7 | 37.2 |
| NC 2025-26 | 21 | 16.9 | 21.5 | 30.4 | 20.5 | 16.1 | 34.2 | 22.1 |

# Secondary TSI/ATSI Schools Focus

If we look specifically at each or our TSI schools where we began planning on how to focus, we saw 50% of the schools increase in growth measure (3 out of 5 schools for ML, and 2 out of 5 for SWD), and 70% showed an increase in achievement (4 out of 5 for ML and 3 out of 5 for SWD).

Intentionality does change the trajectory

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DIFFERENTLY

# Piloting AVID Excel and Emerge

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2022-2027

# TWO-YEAR AVID EXCEL

## GROWTH SNAPSHOT

2024–25 and 2025–26 annual AVID records (n=73)

**91.8%**

**IMPROVED IN AT LEAST ONE LANGUAGE DOMAIN**

**76.7%**

**IMPROVED IN AT LEAST TWO LANGUAGE DOMAINS**

**72.6%**

**IMPROVED OVERALL/CPL**

**39.7%**

**GAINED AT LEAST 0.5 IN OVERALL/CPL**

**31.5%**

**GAINED AT LEAST 0.6 IN OVERALL/CPL**

**13.7%**

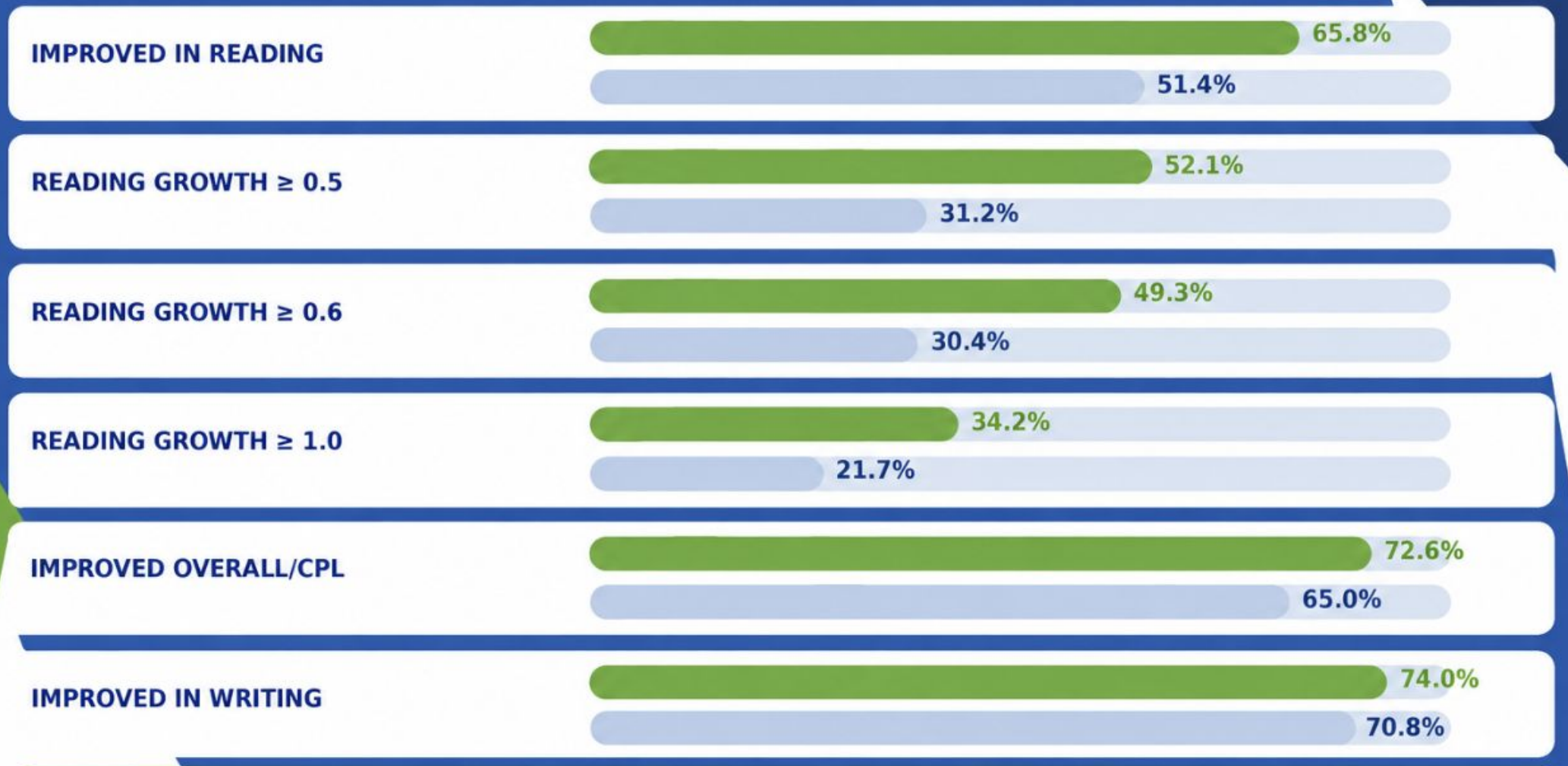
**GAINED A FULL OVERALL PROFICIENCY POINT OR MORE**

Annual records may include the same student in both program years.

# TWO-YEAR GROWTH

## AVID EXCEL VS. NON-AVID EXCEL

Percentage of annual student records meeting each growth measure




**AVID EXCEL STUDENTS EXCEEDED NON-AVID EXCEL STUDENTS ON EVERY HIGHLIGHTED MEASURE**

# Focus on AVID Districtwide

## Continuing the work with PLCs and MTSS

CHAPEL HILL-CARRBORO CITY SCHOOLS
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STRATEGIC PLAN
2022-2027

# AVID: Strengthening Tier 1 Instruction

- AVID provides a consistent instructional framework focused on writing, inquiry, collaboration, organization, and reading.
- These practices make rigorous learning more accessible by pairing high expectations with intentional scaffolds and clear learning routines.
- Academic discussion, structured collaboration, and multiple ways to engage with content are especially important for multilingual learners and students with disabilities.
- AVID creates a common language for strong instruction across classrooms, levels, etc, reducing variability in what students experience.
- Our goal is not simply to expose ML and SWD students to grade-level work, but to provide the instructional conditions that help them successfully engage with and master it with greater success.

# MTSS: Providing the Right Support at the Right Time

- Strong Tier 1 instruction is the foundation, but some students will need targeted or intensive support beyond the core.
- MTSS provides a consistent process for identifying needs, selecting interventions, monitoring progress, and adjusting support.
- Looking specifically at ML and SWD outcomes helps us determine whether a student needs an intervention, an instructional adjustment, language support, an accessibility support, or some combination.
- Progress monitoring helps ensure that support is producing results rather than allowing students to remain in interventions without sufficient improvement.
- MTSS moves us from reacting after students fall behind to responding early, intentionally, and based on evidence.

# PLCs: Turning Student Group Data into Collective Action

- PLCs provide the weekly structure for teachers to examine student work, common assessment results, and other evidence of learning.
- Data must be intentionally disaggregated for ML and SWD students so overall averages do not mask differences in access, experience, or outcomes.
- Teams should ask what students were expected to learn, who learned it, who did not, and which instructional response is needed next.
- Teachers, instructional coaches, EC and ML specialists combine their expertise and share responsibility for student growth in PLCs rather than siloes.
- Effective PLCs identify practices that are working for ML and SWD, replicate those practices, and monitor whether adjustments are improving outcomes.

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# STRATEGIC PLAN 2022-2027



THINK (AND ACT) DIFFERENTLY




# Board of Education

## Accountability & Strategic Plan Update (2025-26)
## September 17, 2026

CHAPEL HILL-CARRBORO
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STRATEGIC PLAN
2022-2027

# Mission

CHCCS believes every individual's unique background and culture enhance our schools. By providing students with a safe and joyful learning environment, we collaborate with families to create a community where all students, families and staff members feel affirmed and respected to develop their fullest potential.

# Our Vision

Equipping students to navigate the world and make a positive impact throughout their life's journey.

**THINK** (AND **ACT**)
DIFFERENTLY

CHAPEL HILL-CARRBORO CITY SCHOOLS

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STRATEGIC PLAN

2022-2027

- Accountability Outcomes
  - End of Year Results - Academic
  - Discipline Overview
  - Attendance Overview
- Areas of Focus for 26-27
  - Why ML/SWD
- AVID Pilots
- 3 Big Rocks
- Strategic Plan Update

THINK (AND ACT) DIFFERENTLY

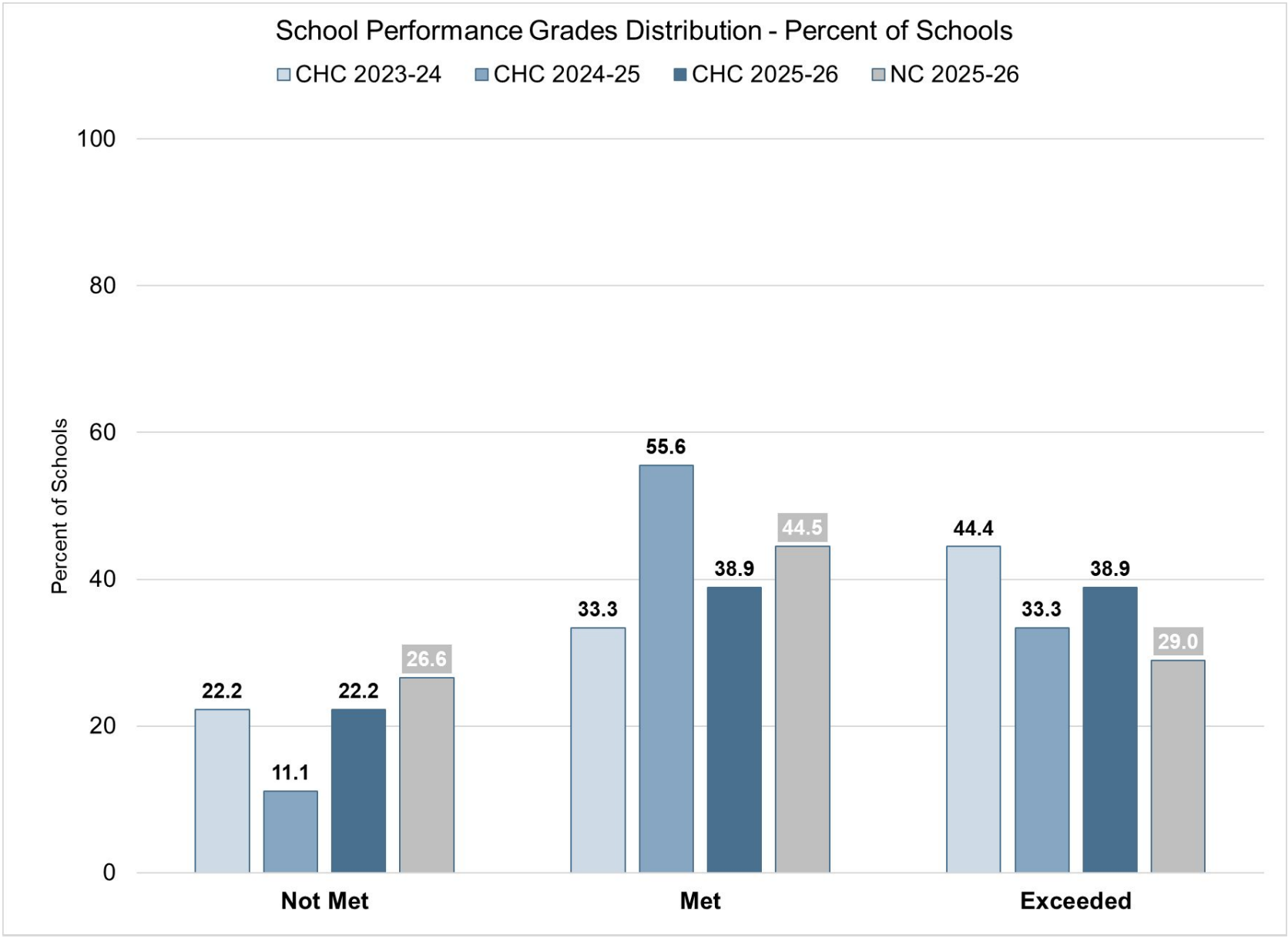
THINK (AND ACT)
DIFFERENTLY

# Accountability Overview

CHAPEL HILL-CARRBORO CITY SCHOOLS
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2022-2027

Growth is one of the metrics used to calculate the School Performance Grades under the Every Student Succeeds Act (ESSA).

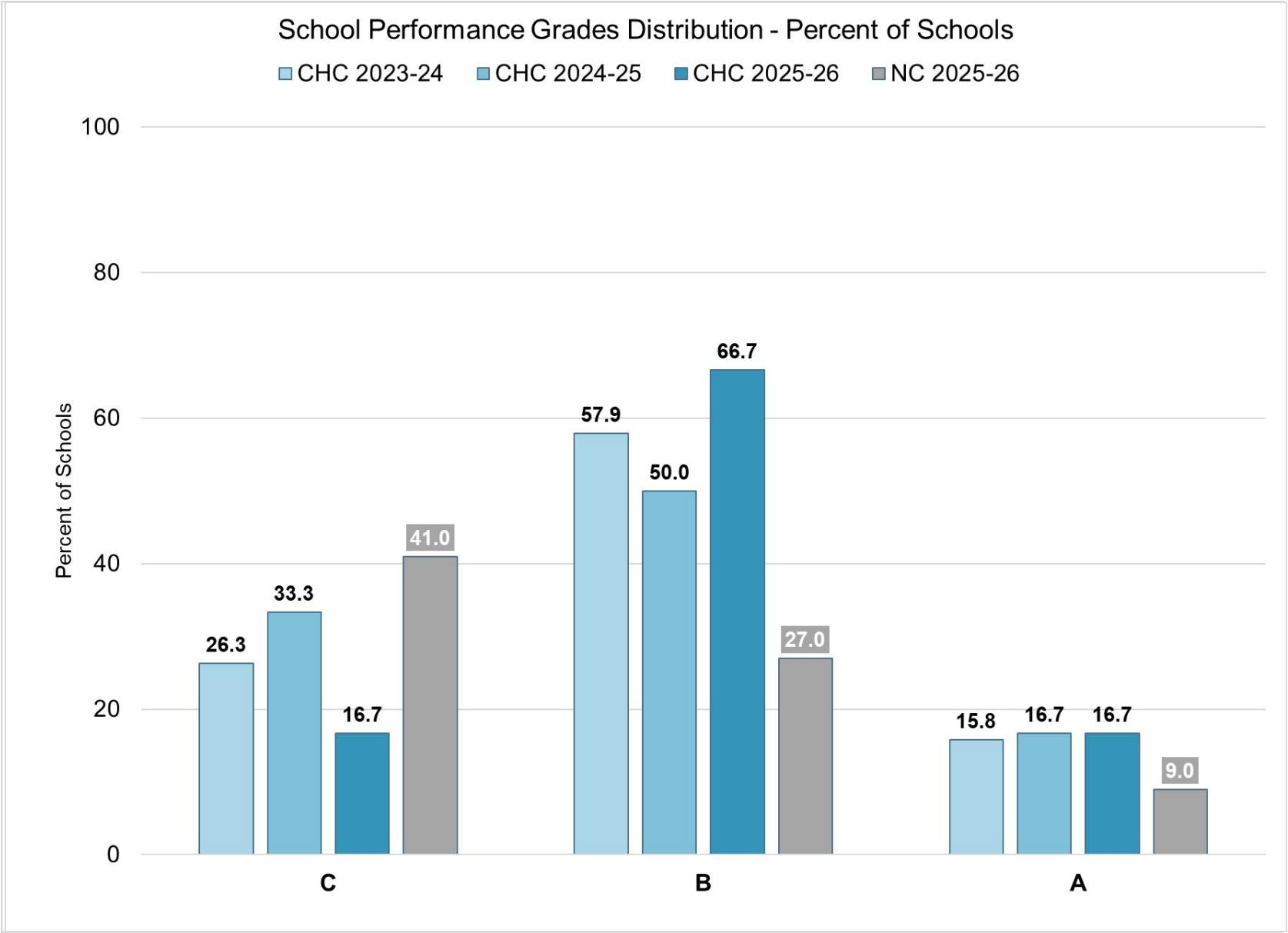
In 2025-26, 77.8% of CHCCS schools met or exceeded growth (NC 73.4%)



School Performance grades are calculated from 20% Growth and 80% Achievement. The outcome is based on a 15 point grading scale.

CHCCS had 83.4% of schools earn A or B grades.

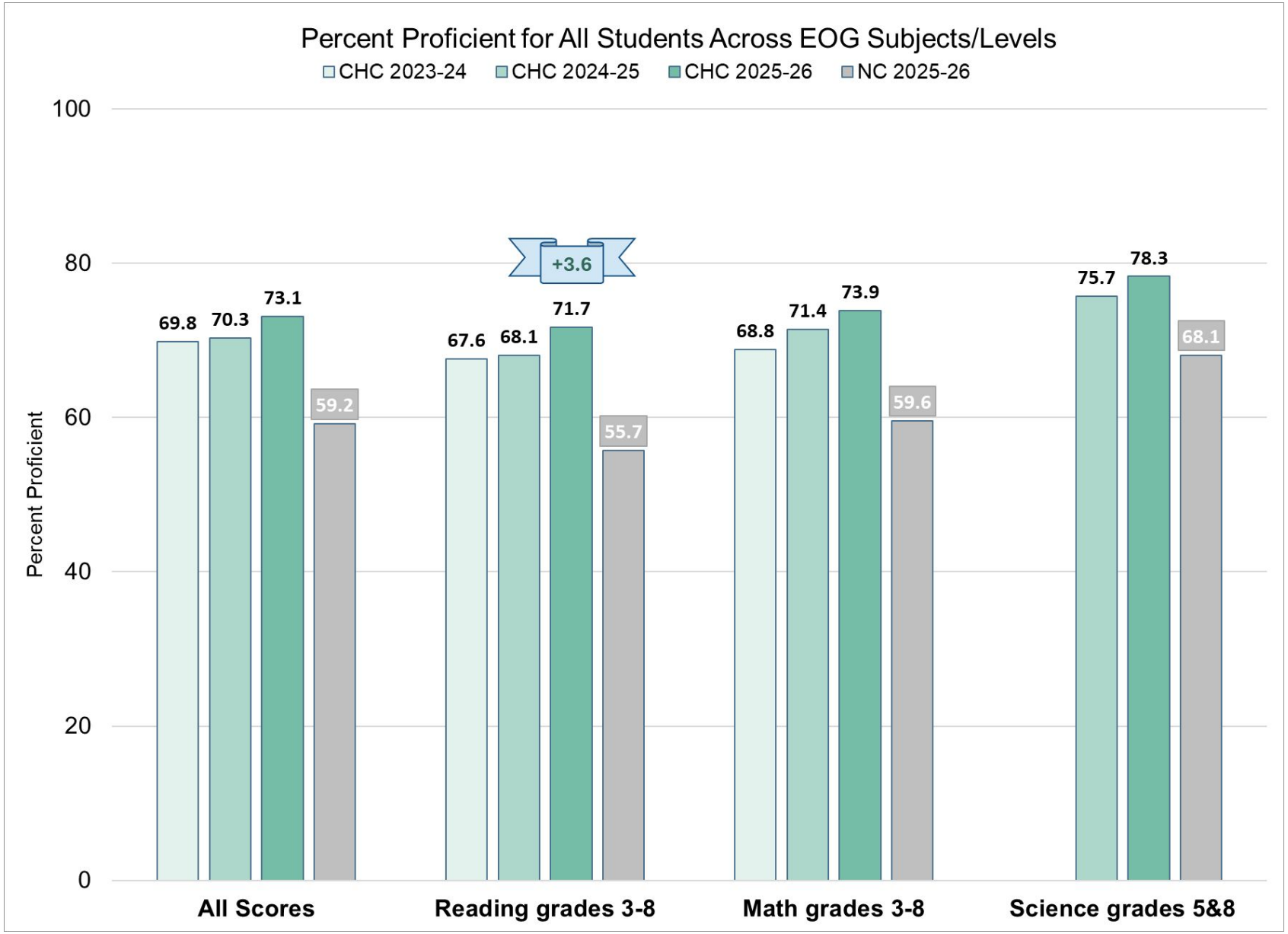
NC had 37.1% do the same; not shown, the State also had 20.2% earn a D grade, and 3.2% an F grade.



This chart shows proficiency by subjects with an End of Grade test over 3 years, plus the most recent data for NC.

In 2025-26, compared to 24-25 CHCCS differed by these percentage points:

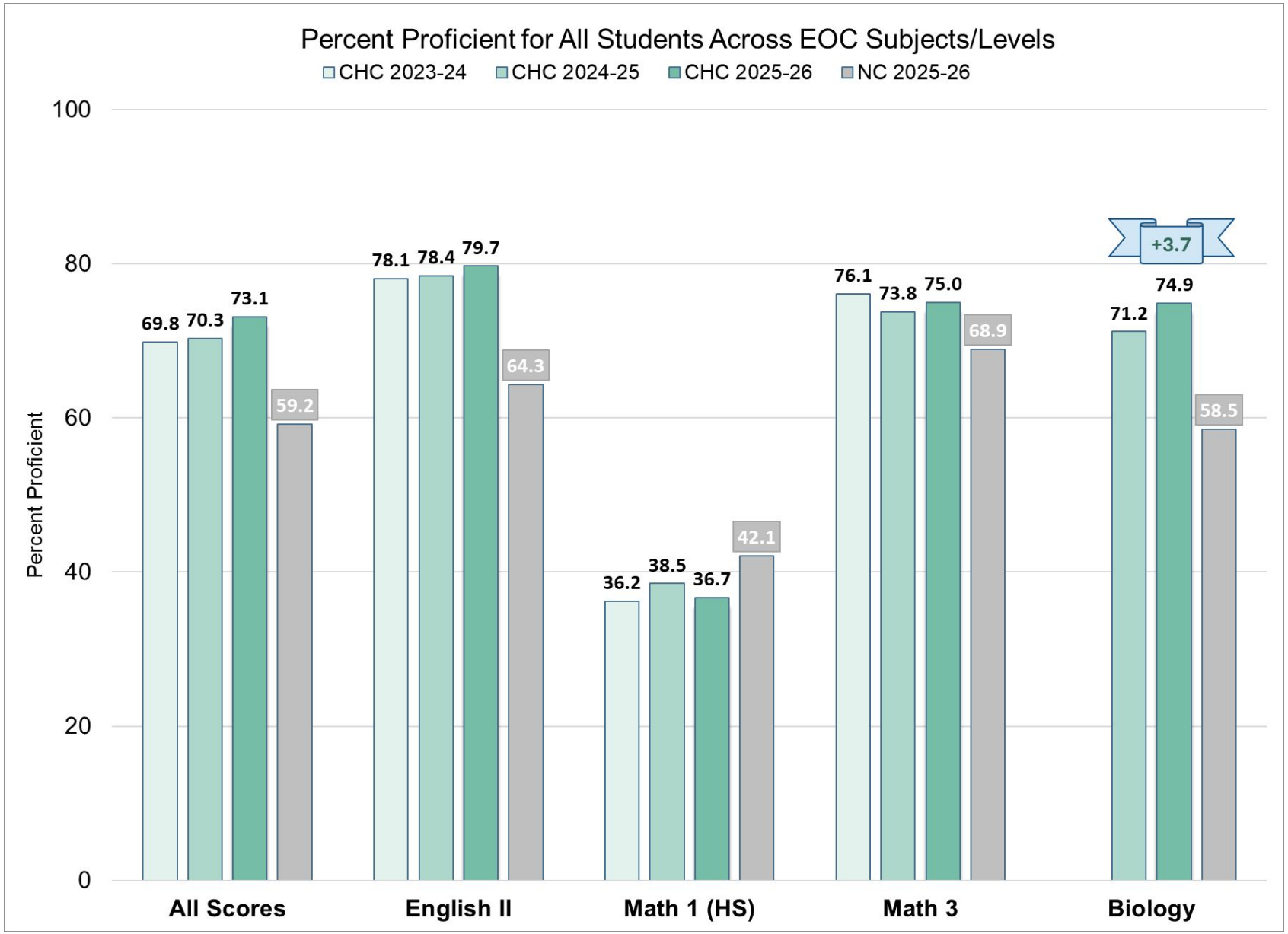
| | |
|---|---|
| Reading grades 3-8 | +3.6 |
| **All Scores** | **+2.8** |
| Science 5&8 | +2.6 |
| Math grades 3-8 | +2.5 |



This chart shows proficiency by End of Course testing for 3 years, plus the most recent data for NC.

In 2025-26, compared to 24-25 CHCCS differed by these percentage points:

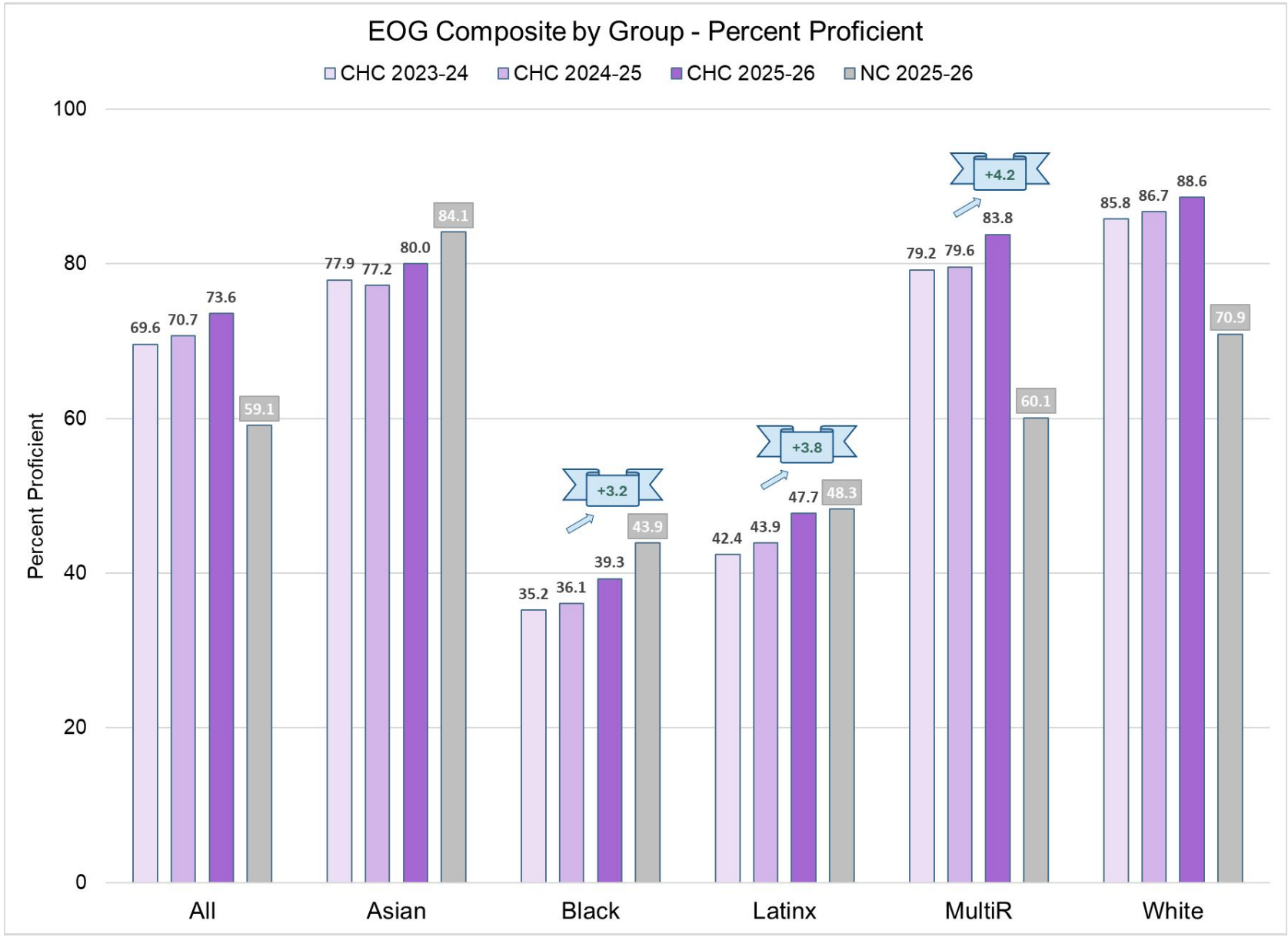
| | |
|---|---|
| Biology | +3.7 |
| **All Scores** | **+2.8** |
| English II | +1.3 |
| Math 3 | +1.2 |
| Math 1 (HS) | -1.8 |



The EOG composite includes reading and mathematics in grades 3-8, and science in grades 5 & 8. Stars indicate goals of 3 percentage point improvement were met.

CHC 2025-26 differed from 2024-25 CHC (in percentage points) by:

| | |
|---|---|
| Multiracial | +4.2 |
| Latinx | +3.8 |
| Black | +3.2 |
| **All** | **+2.9** |
| Asian | +2.8 |
| White | +1.9 |





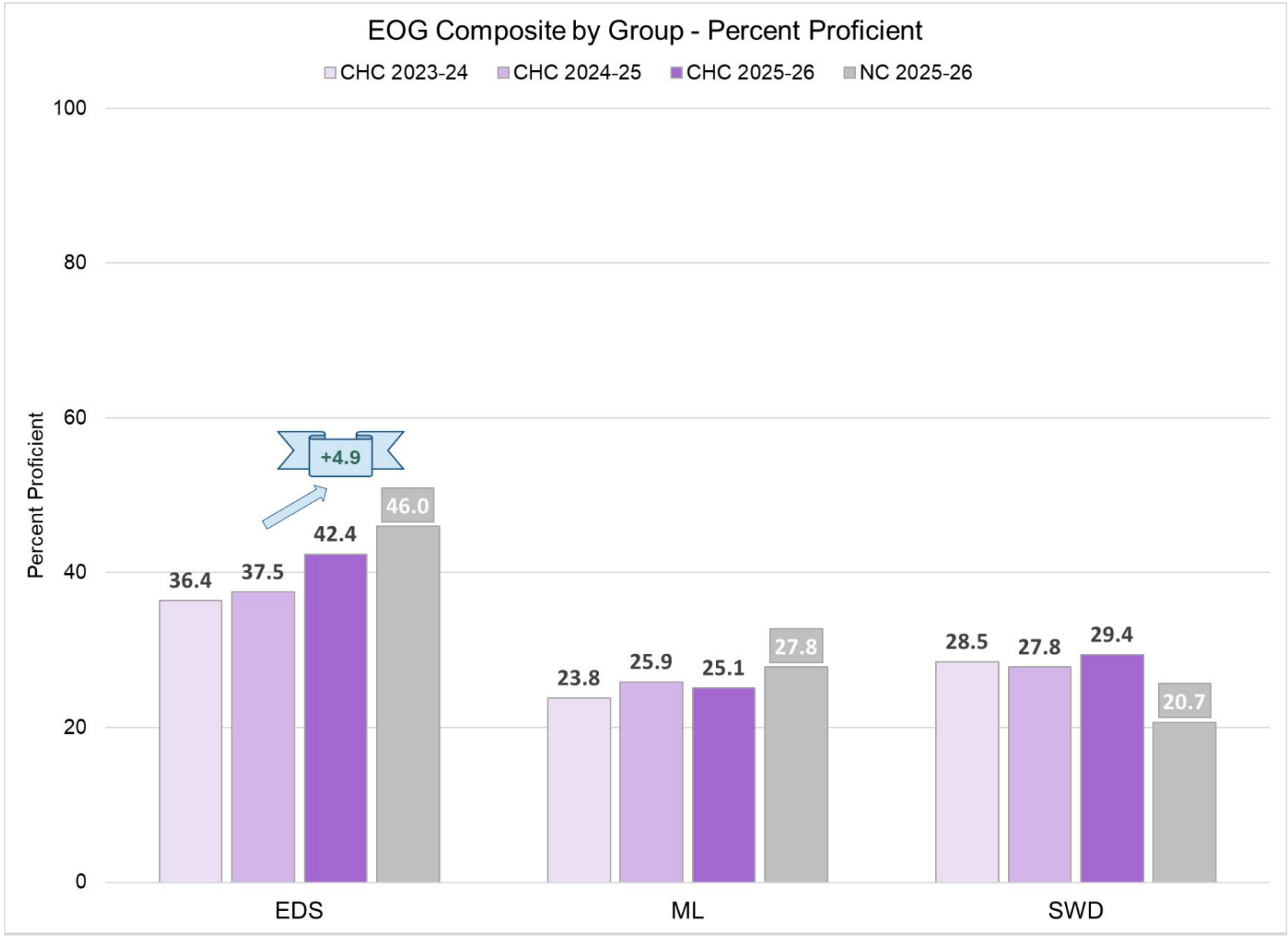

Prepared by the Office of Assessment & Research

THINK (AND ACT) DIFFERENTLY

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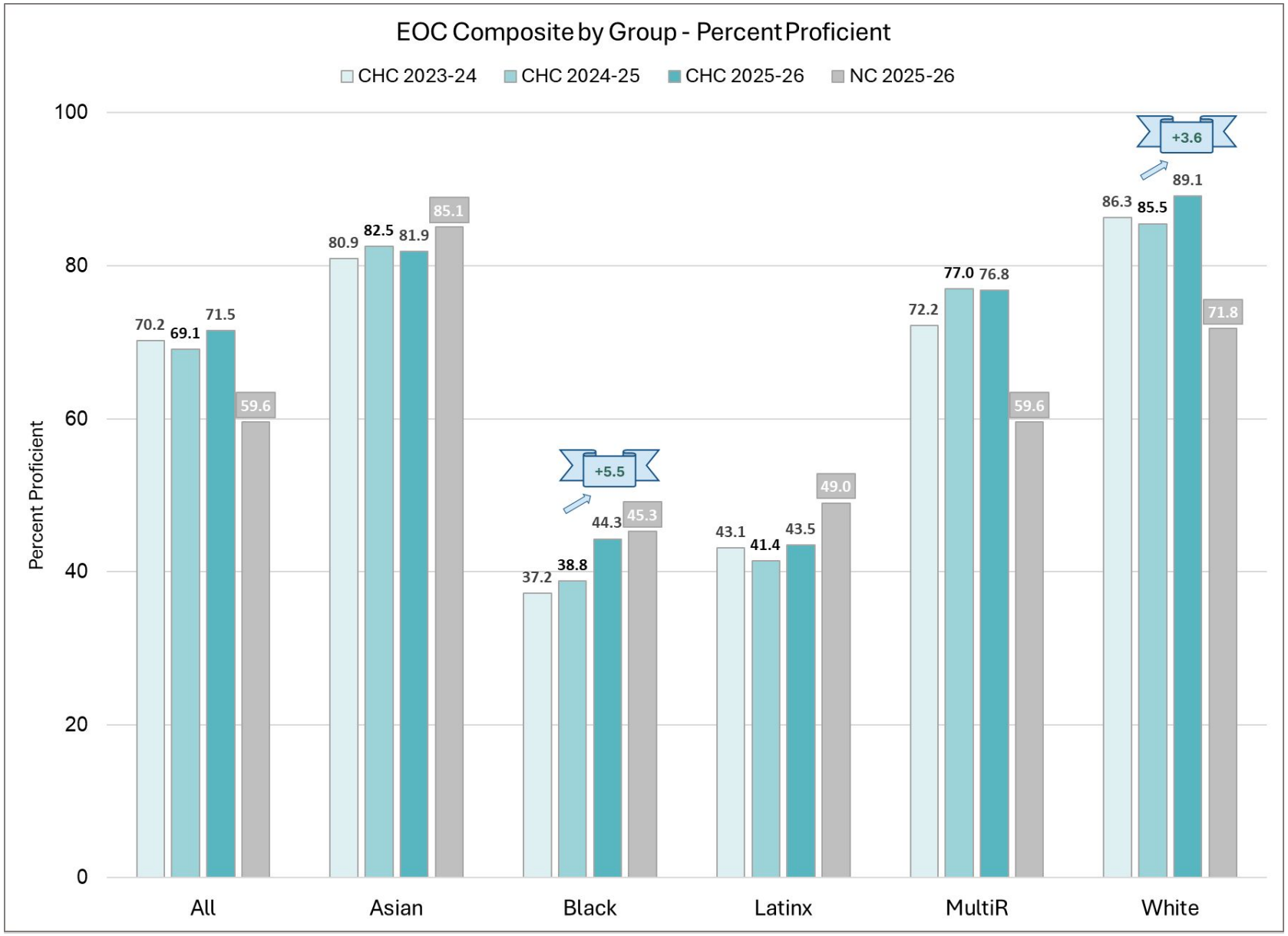
| | |
|---|---|
| EDS | +4.9 |
| **All** | **+2.9** |
| SWD | +1.6 |
| ML | -0.8 |



The End-of-Course composite includes NC Math 1 in high school, NC Math 3, English II, and Biology.

Compared to 2024-25 CHC levels, 2025-26 CHC (in percent proficient)

| | |
|---|---|
| Black | +5.5 |
| White | +3.6 |
| **All** | **+2.4** |
| Latinx | +2.1 |
| Multiracial | -0.2 |
| Asian | -0.6 |





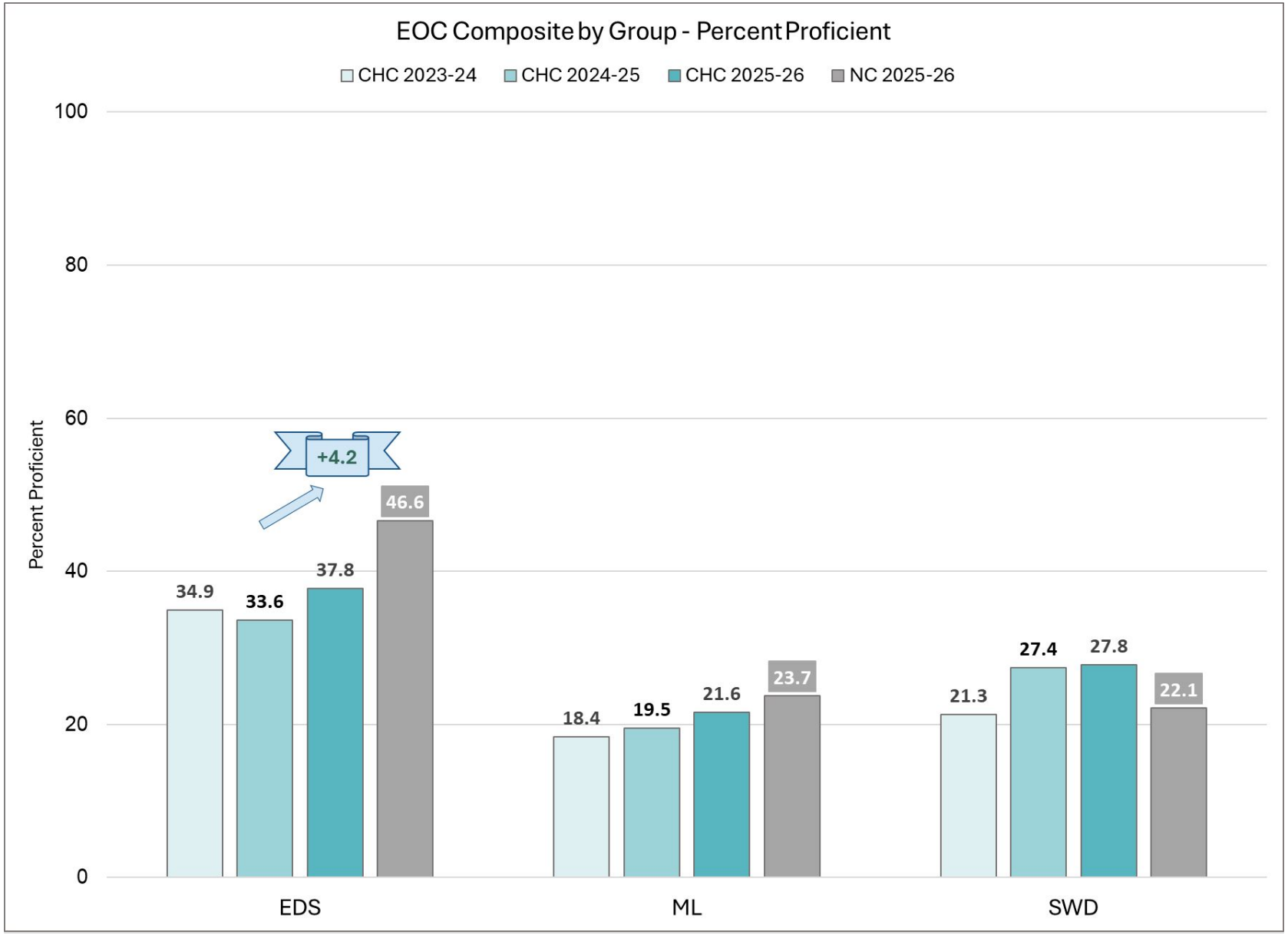

Prepared by the Office of Assessment & Research

THINK (AND ACT) DIFFERENTLY

The End-of-Course composite includes NC Math 1 in high school, NC Math 3, English II, and Biology. Stars show groups whose proficiency rose at least three percentage points.

Compared to 2024-25 CHC levels, 2025-26 CHC (in percent proficient)

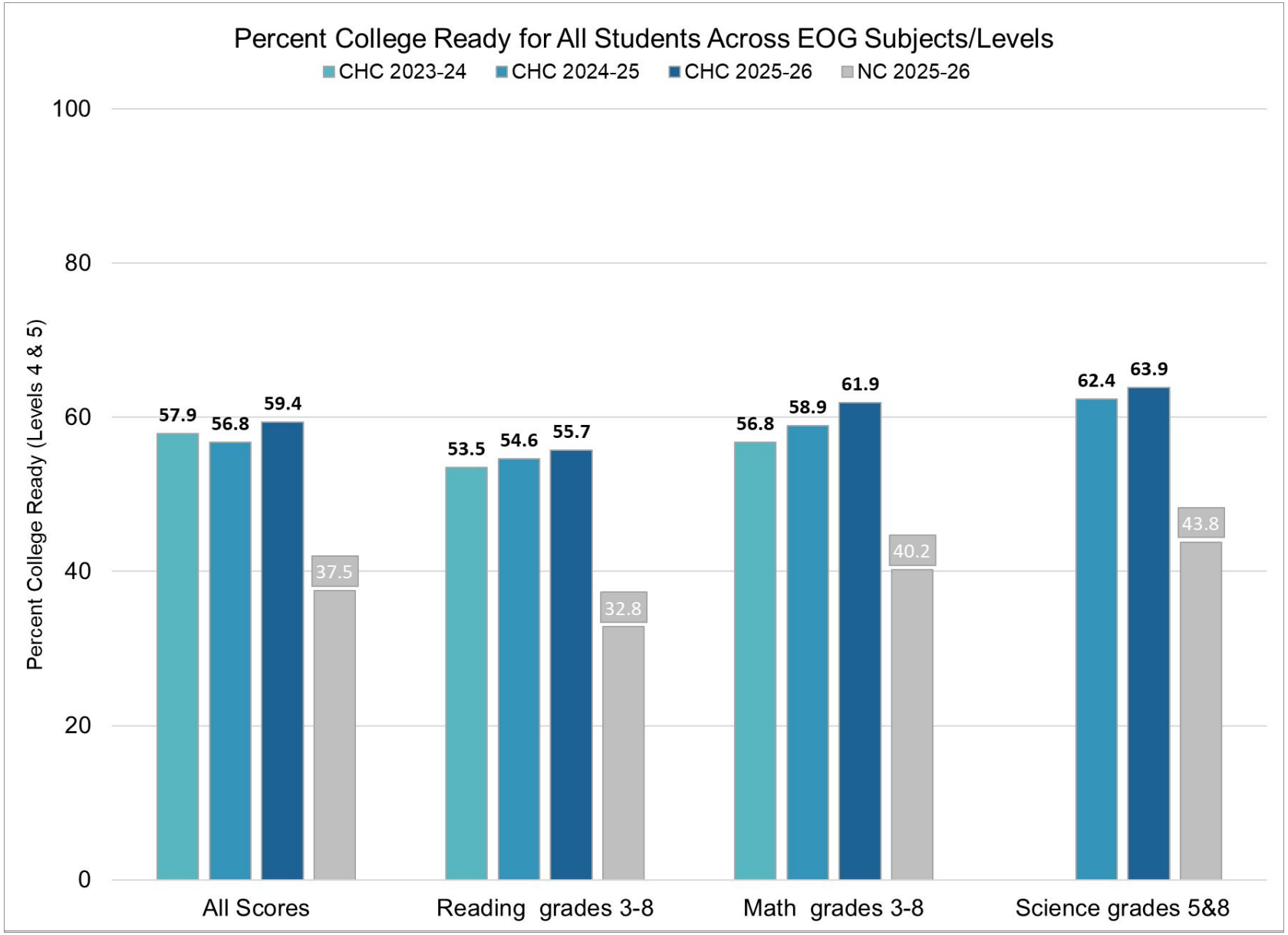
| | |
|---|---|
| EDS | +4.2 |
| **All** | **+2.4** |
| ML | +2.1 |
| SWD | +0.4 |



This chart shows percent College Ready by subject for 3 years, plus the most recent data for NC. College Ready is achieving levels 4 or 5, while proficiency is levels 3, 4 or 5.

In 2025-26, compared to 24-25 CHCCS differed by these percentage points:

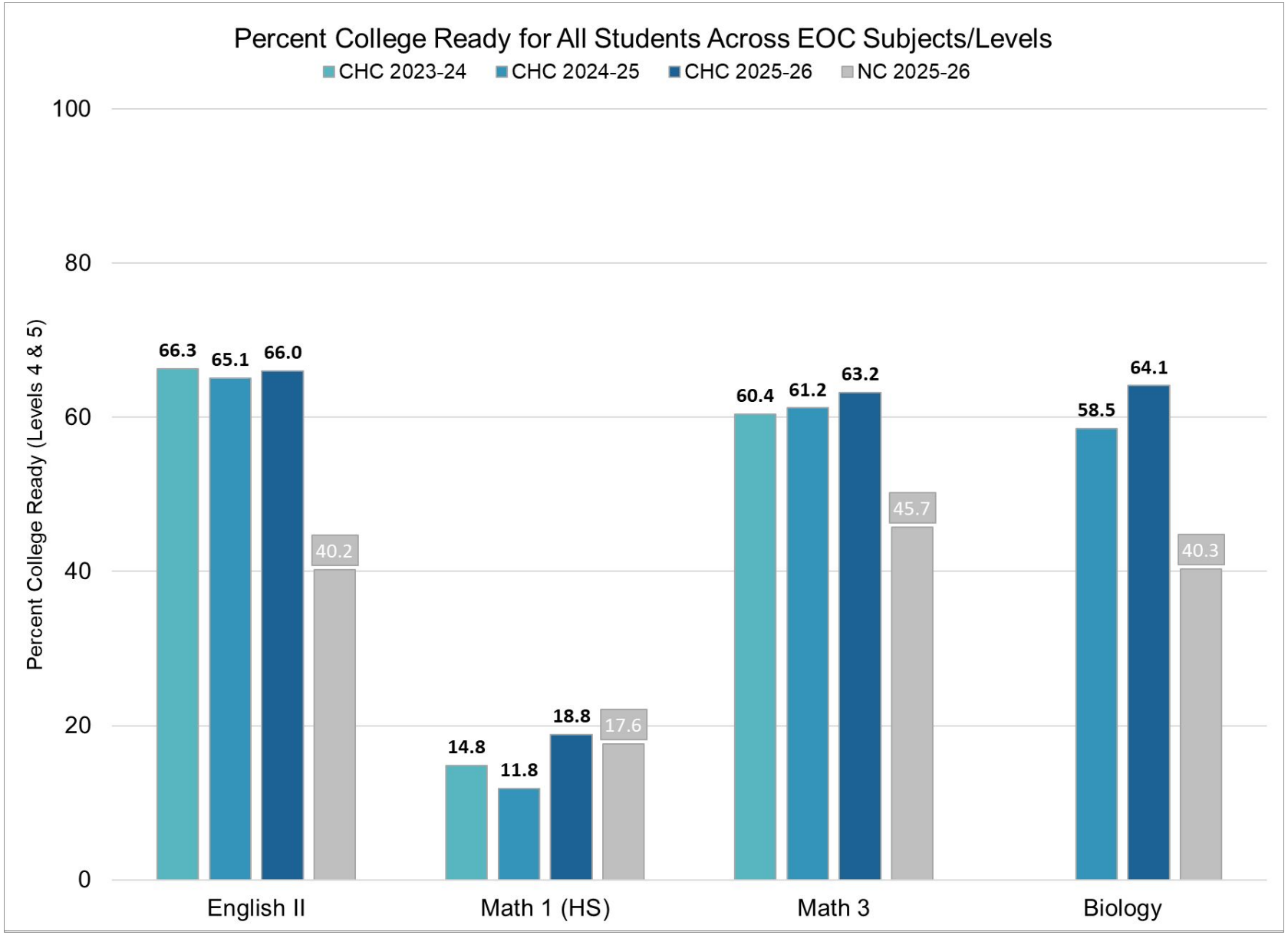
| | |
|---|---|
| Math grades 3-8 | +3.0 |
| **All Scores** | **+2.6** |
| Science 5&8 | +1.5 |
| Reading grades 3-8 | +1.1 |



This chart shows percent College Ready by subject for 3 years, plus the most recent data for NC. College Ready is achieving levels 4 or 5, while proficiency is levels 3, 4 or 5.

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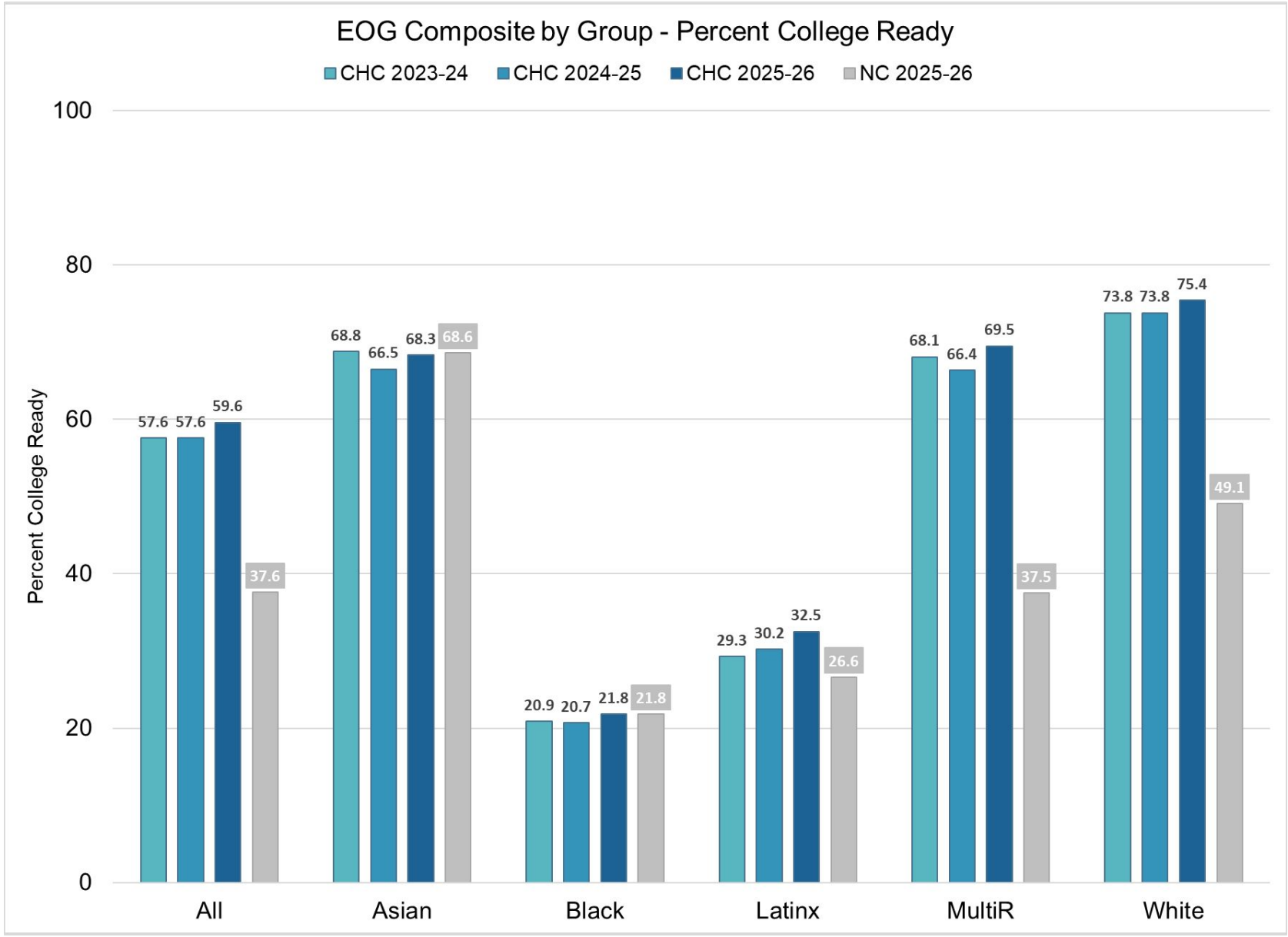
| | |
|---|---|
| Math 1 (HS) | +7.0 |
| Biology | +5.6 |
| **All Scores** | **+2.6** |
| Math 3 | +2.0 |
| English II | +0.9 |



The EOG composite includes reading and mathematics in grades 3-8, and science in grades 5 & 8.

In 2025-26, CHCCS's College Ready percent differed from 2024-25 (in percentage points) by:

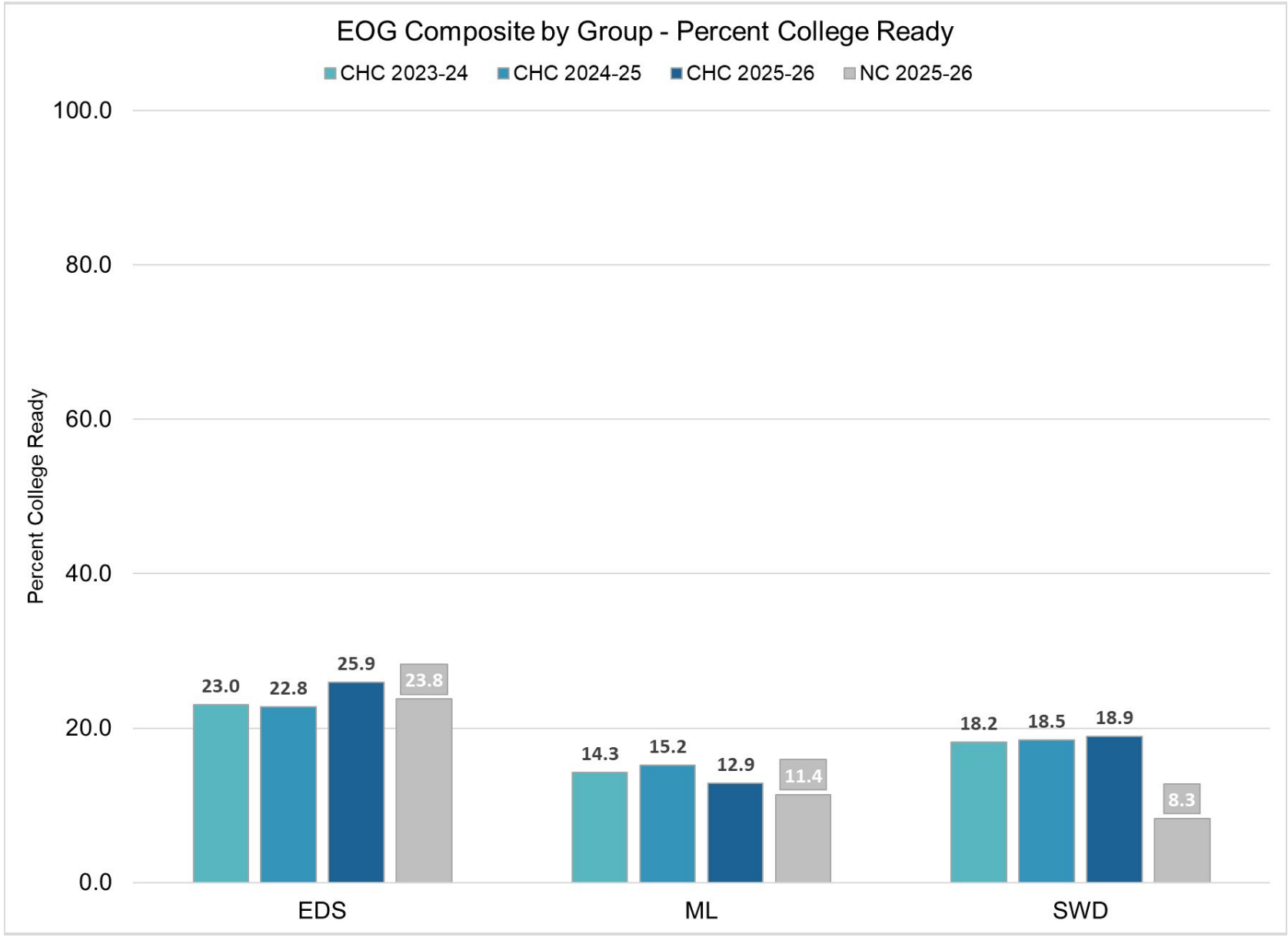
| | |
|---|---|
| Multiracial | +3.1 |
| Latinx | +2.3 |
| **All** | **+2.0** |
| Asian | +1.8 |
| White | +1.6 |
| Black | +1.1 |



The EOG composite includes reading and mathematics in grades 3-8, and science in grades 5 & 8.

In 2025-26, CHCCS's College Ready percent differed from 2024-25 (in percentage points) by:

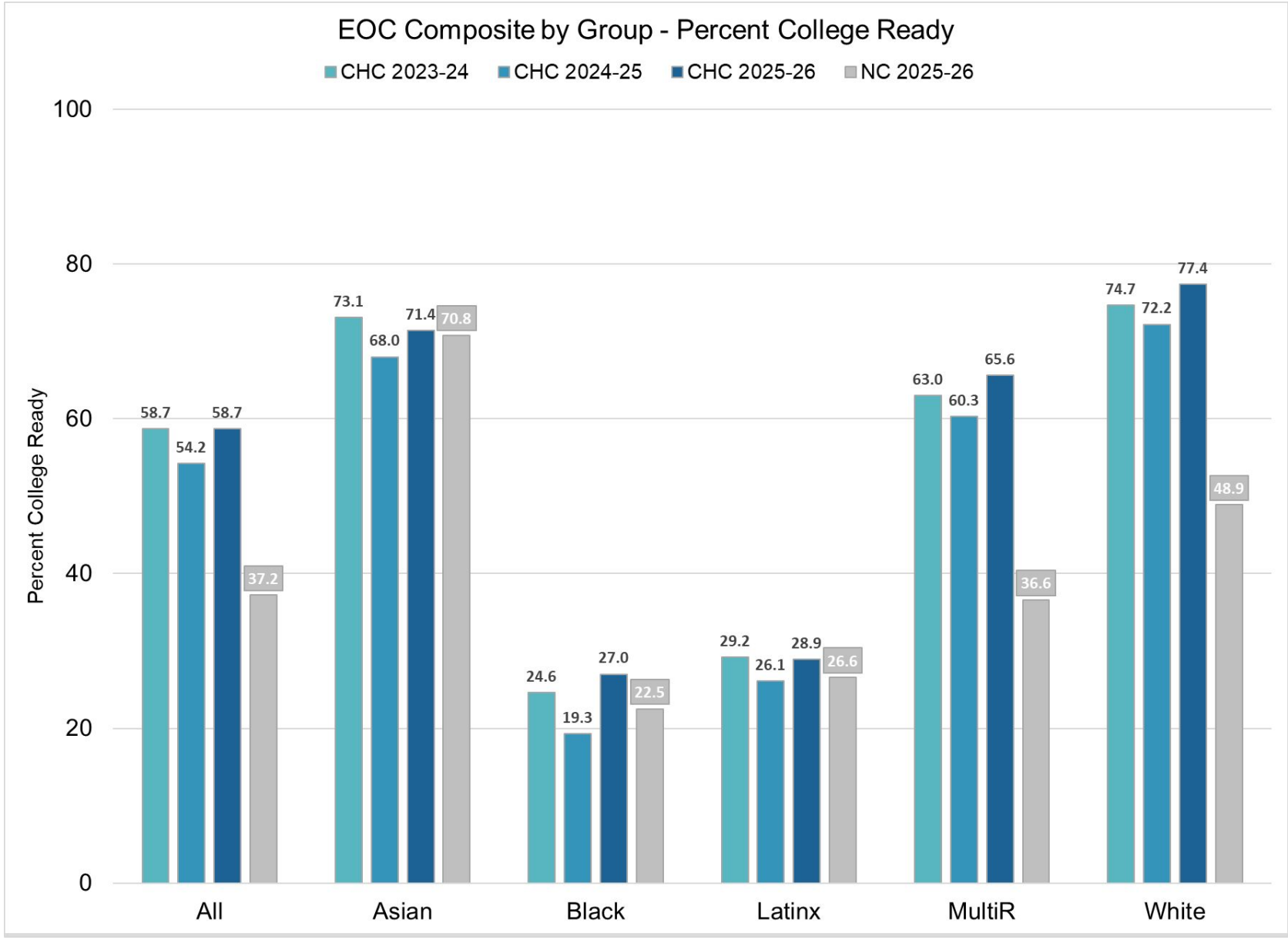
| | |
|---|---|
| EDS | +3.1 |
| **All** | **+2.0** |
| SWD | +0.4 |
| ML | -2.3 |



The End-of-Course composite includes NC Math 1 in high school, NC Math 3, English II, and Biology. This chart shows the percentage of students who earned Level 4 or 5 scores.

Compared to 2024-25 CHC levels, 2025-26 CHC (in percent proficient)

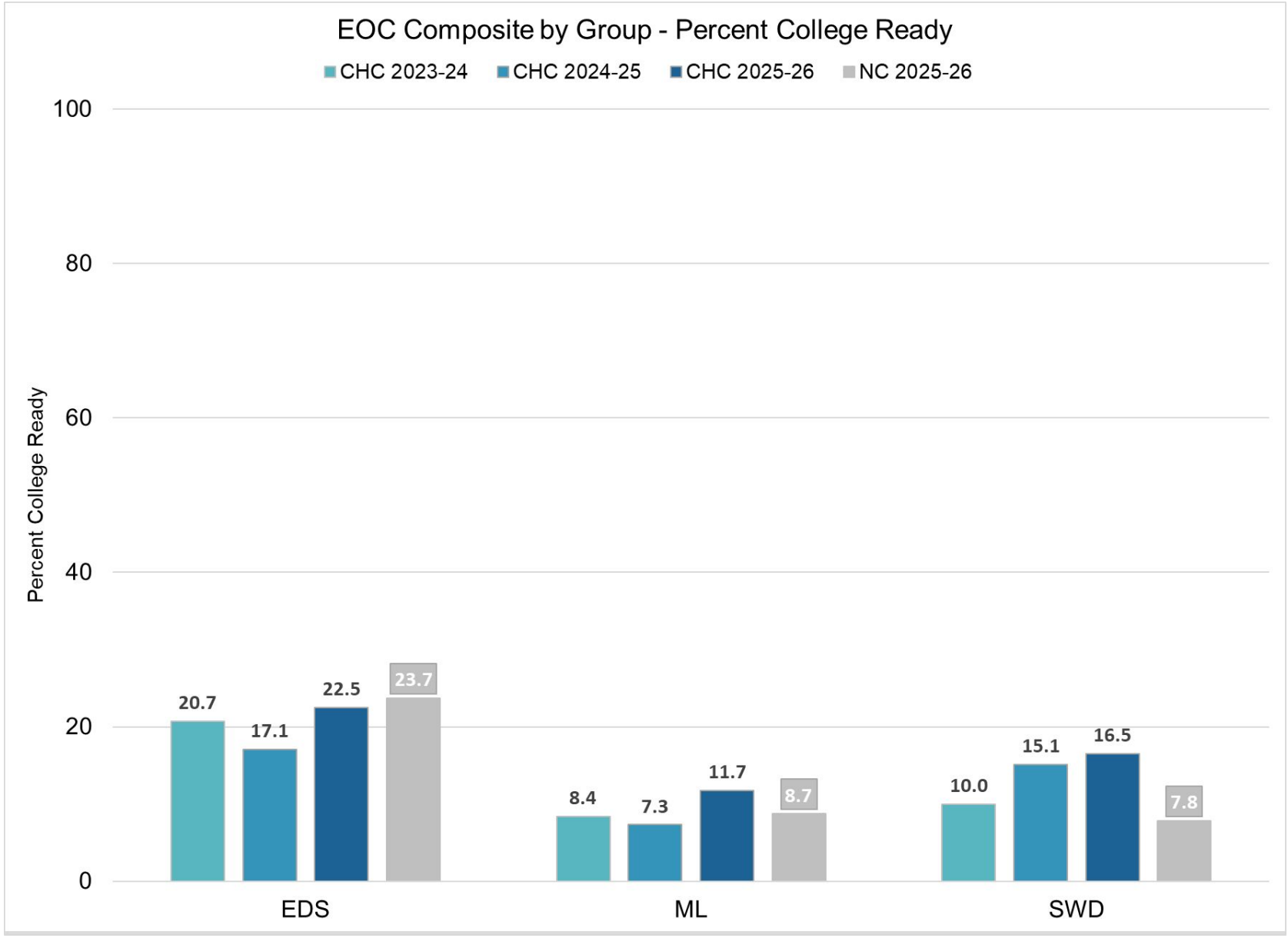
| | |
|---|---|
| Black | +7.7 |
| Multiracial | +5.3 |
| White | +5.2 |
| **All** | **+4.5** |
| Asian | +3.4 |
| Latinx | +2.8 |



The End-of-Course composite includes NC Math 1 in high school, NC Math 3, English II, and Biology. This chart shows the percentage of students who earned Level 4 or 5 scores.

Compared to 2024-25 CHC levels, 2025-26 CHC (in percent proficient)

| | |
|---|---|
| EDS | +5.4 |
| **All** | **+4.5** |
| ML | +4.4 |
| SWD | +1.4 |

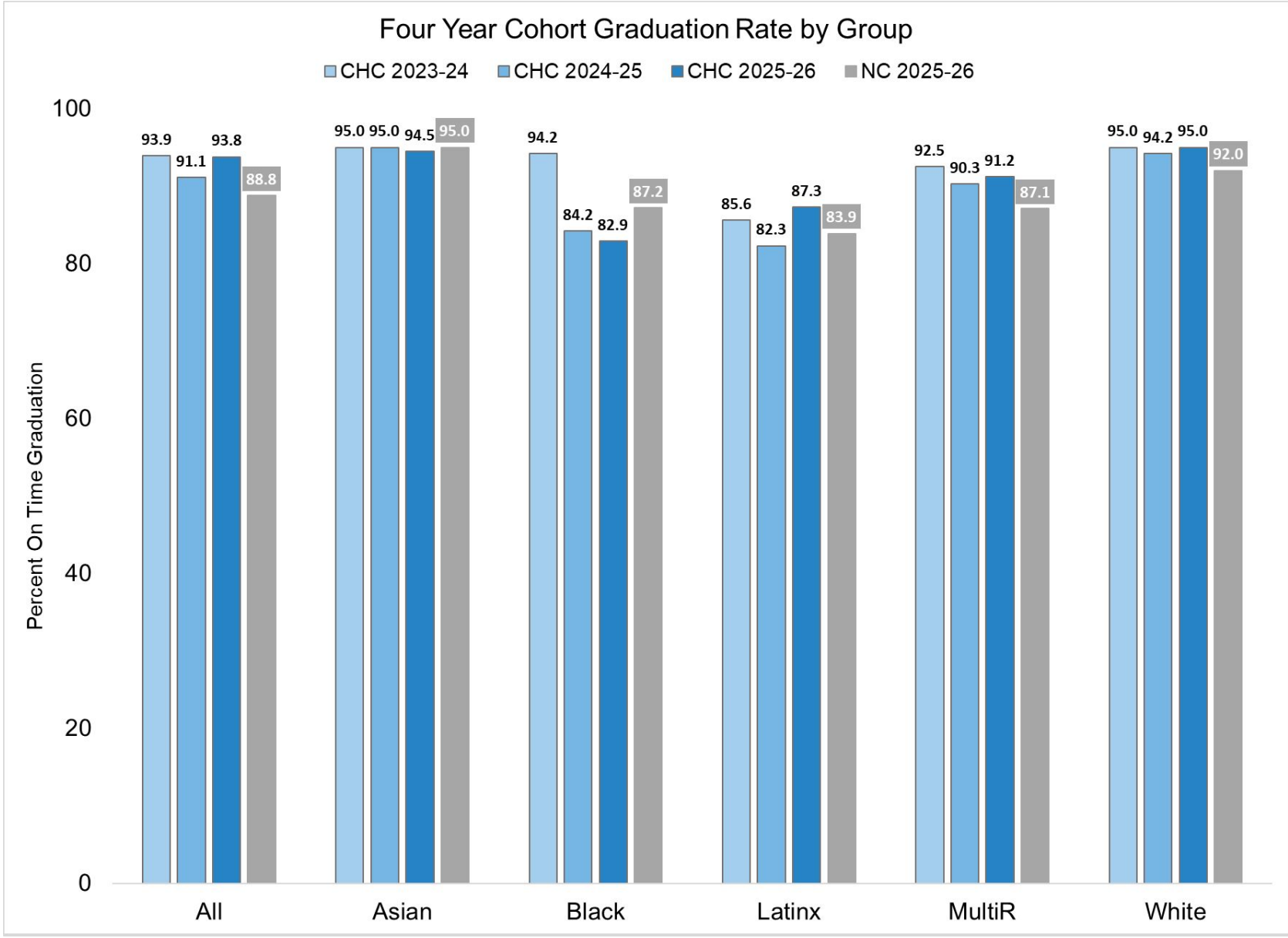


Cohort graduation rate is calculated by tracking a cohort of 9th graders over four years and calculating the proportion who graduated in four years.

The graduation rate for CHCCS for 2026 was 92.6 percent.

Compared to CHC in 2024-25, the CHCCS grad rates for 2025-26 differed by these amounts in percentage points:

| | |
|---|---|
| Latinx | +5.0 |
| **All** | **+1.5** |
| Multiracial | +0.9 |
| White | +0.8 |
| Asian | -0.5 |
| Black | -1.3 |

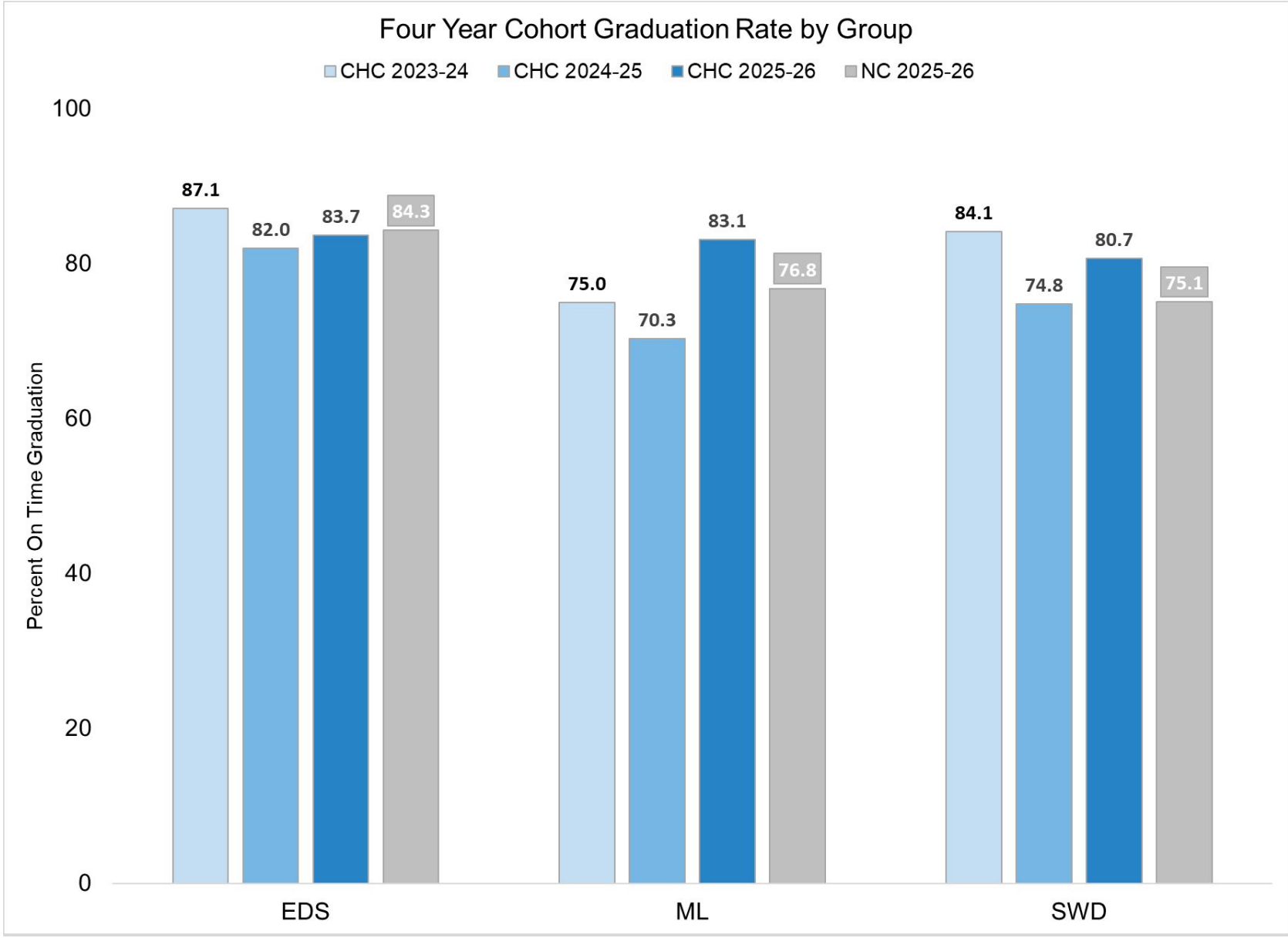


Cohort graduation rate is calculated by tracking a cohort of 9th graders over four years and calculating the proportion who graduated in four years.

The graduation rate for CHCCS for 2026 was 92.6 percent.

Compared to CHC in 2024-25, the CHCCS grad rates for 2025-26 differed by these amounts in percentage points:

| | |
|---|---|
| ML | +12.8 |
| SWD | +5.9 |
| EDS | +1.7 |
| **All** | **+1.5** |



# Discipline Overview

THINK (AND ACT) DIFFERENTLY

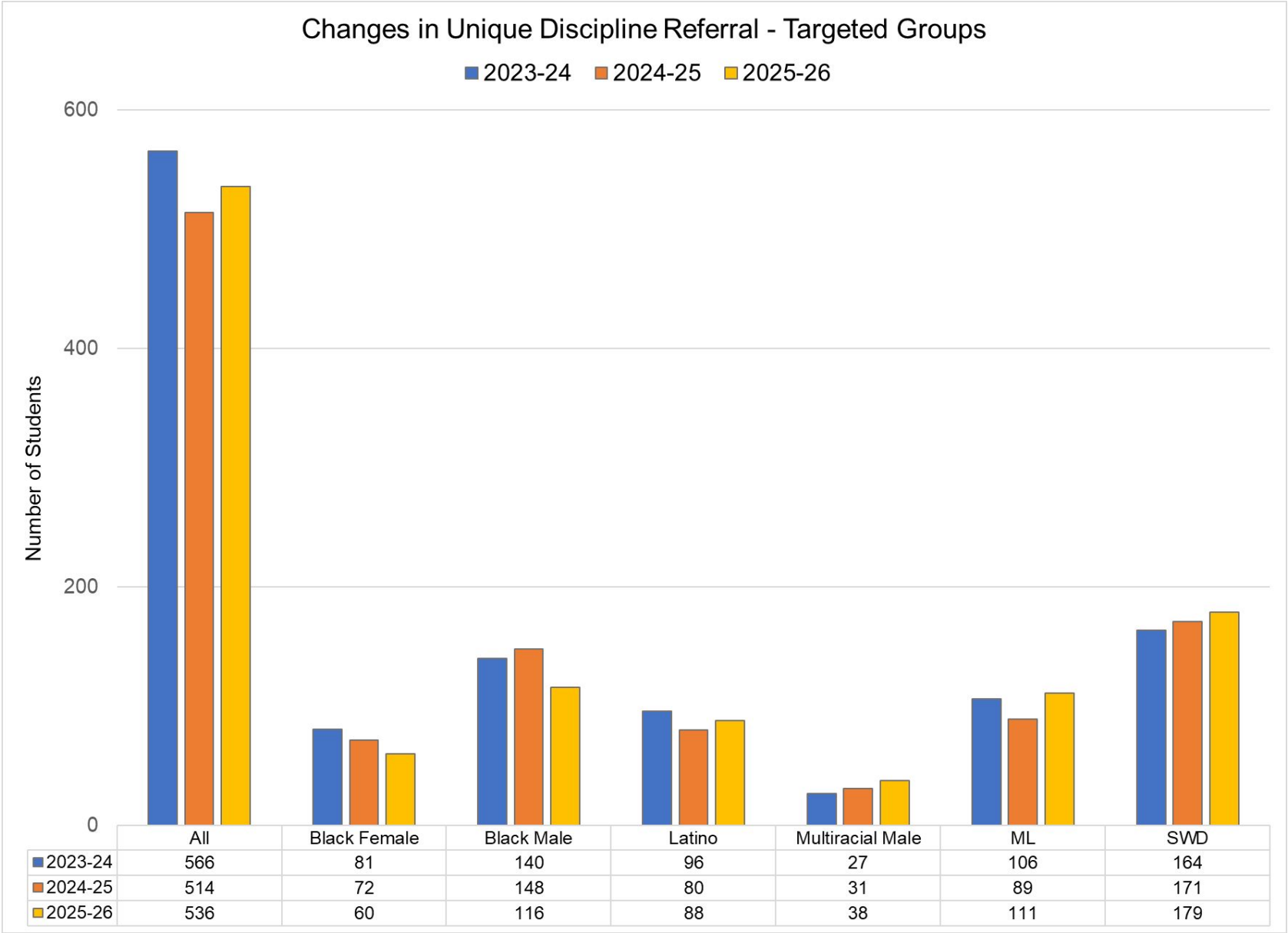
Overall, the number of students with one or more incidents increased by 22 from 2024-25 to 536 in 2025-26.

Enrollment was 11,018 at the end of last year, therefore 10,482 or (95.1%) of students did not have a referral in 2025-26.

Numbers have fallen each of the past two years among Black Female students, and in 2025-26 for Black Male students.

Numbers among SWD rose each of the past two years, up 15 in total.

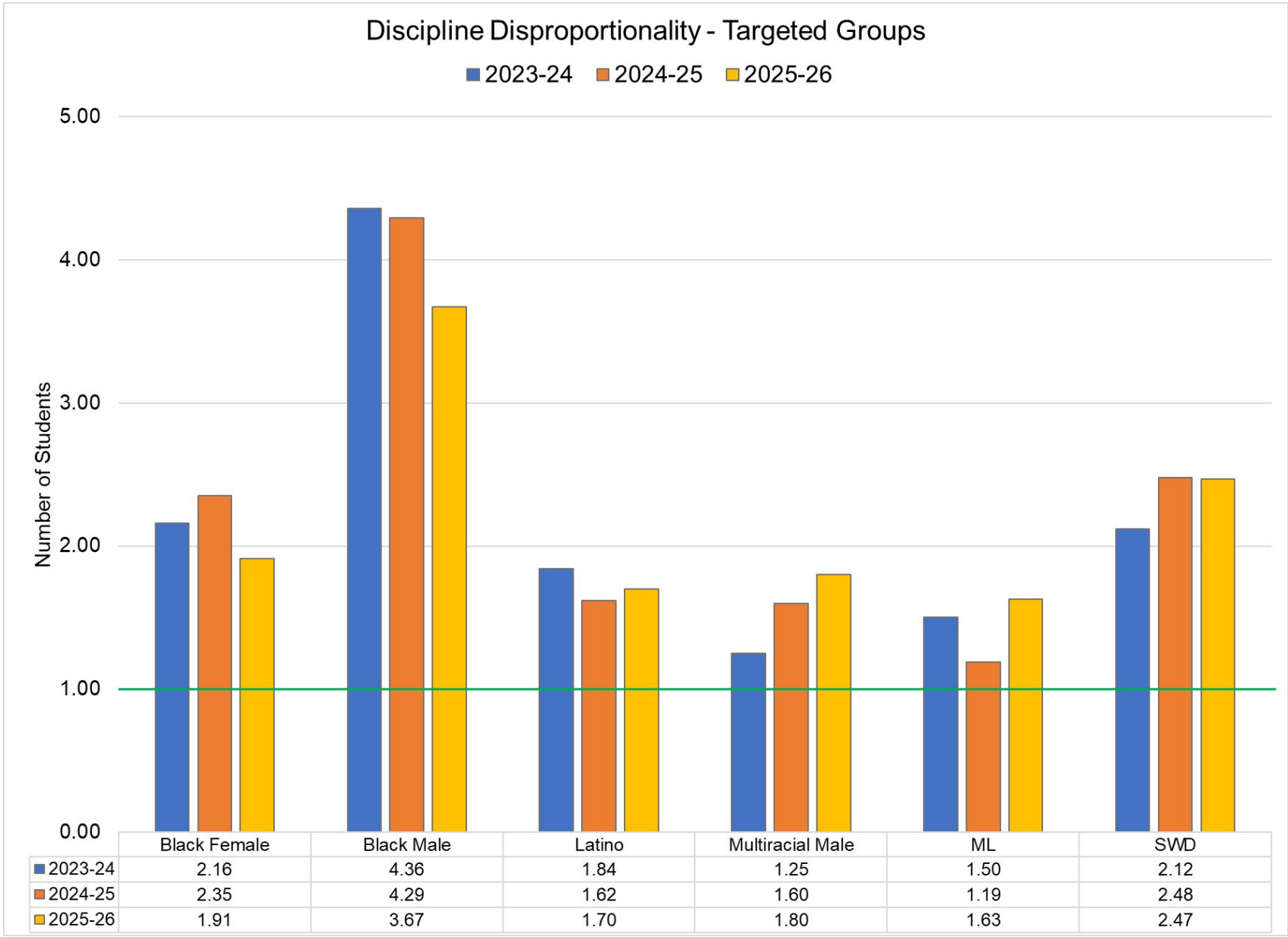
(In 2024-25, this report included PreK, and the enrollment comparison was monthly, not 20th day.)




| | All | Black Female | Black Male | Latino | Multiracial Male | ML | SWD |
|---|---|---|---|---|---|---|---|
| 2023-24 | 566 | 81 | 140 | 96 | 27 | 106 | 164 |
| 2024-25 | 514 | 72 | 148 | 80 | 31 | 89 | 171 |
| 2025-26 | 536 | 60 | 116 | 88 | 38 | 111 | 179 |

The discipline disproportionality value is the proportion of a group in the set of students with incidents, divided by the proportion of the students in enrollment.

1.00 represents no disproportionality. The indexes for Black Females decreased to 1.91, and for Black Males to 3.67 in 2025-26.




| | Black Female | Black Male | Latino | Multiracial Male | ML | SWD |
|---|---|---|---|---|---|---|
| 2023-24 | 2.16 | 4.36 | 1.84 | 1.25 | 1.50 | 2.12 |
| 2024-25 | 2.35 | 4.29 | 1.62 | 1.60 | 1.19 | 2.48 |
| 2025-26 | 1.91 | 3.67 | 1.70 | 1.80 | 1.63 | 2.47 |

# Panorama Student Perception Surveys

## Elementary Fall 2025-26

School Safety 78% favorable
(up from 67% Spring 22-23)

Teacher-Student Relationships 73% favorable
(up 2 percentage points from last Spring)

Sense of Belonging 67% favorable
(up 3 percentage points from Spring 23-24)

School Climate 65% favorable
(up 5 percentage points from last Spring)

## Secondary Fall 2025-26

School Safety 60% favorable
(up 3 percentage points from last Spring)

Teacher-Student Relationships 50% favorable
(up 5 percentage points from last Spring)

Sense of Belonging 48% favorable
(up 10 percentage points from Spring of 23-24)

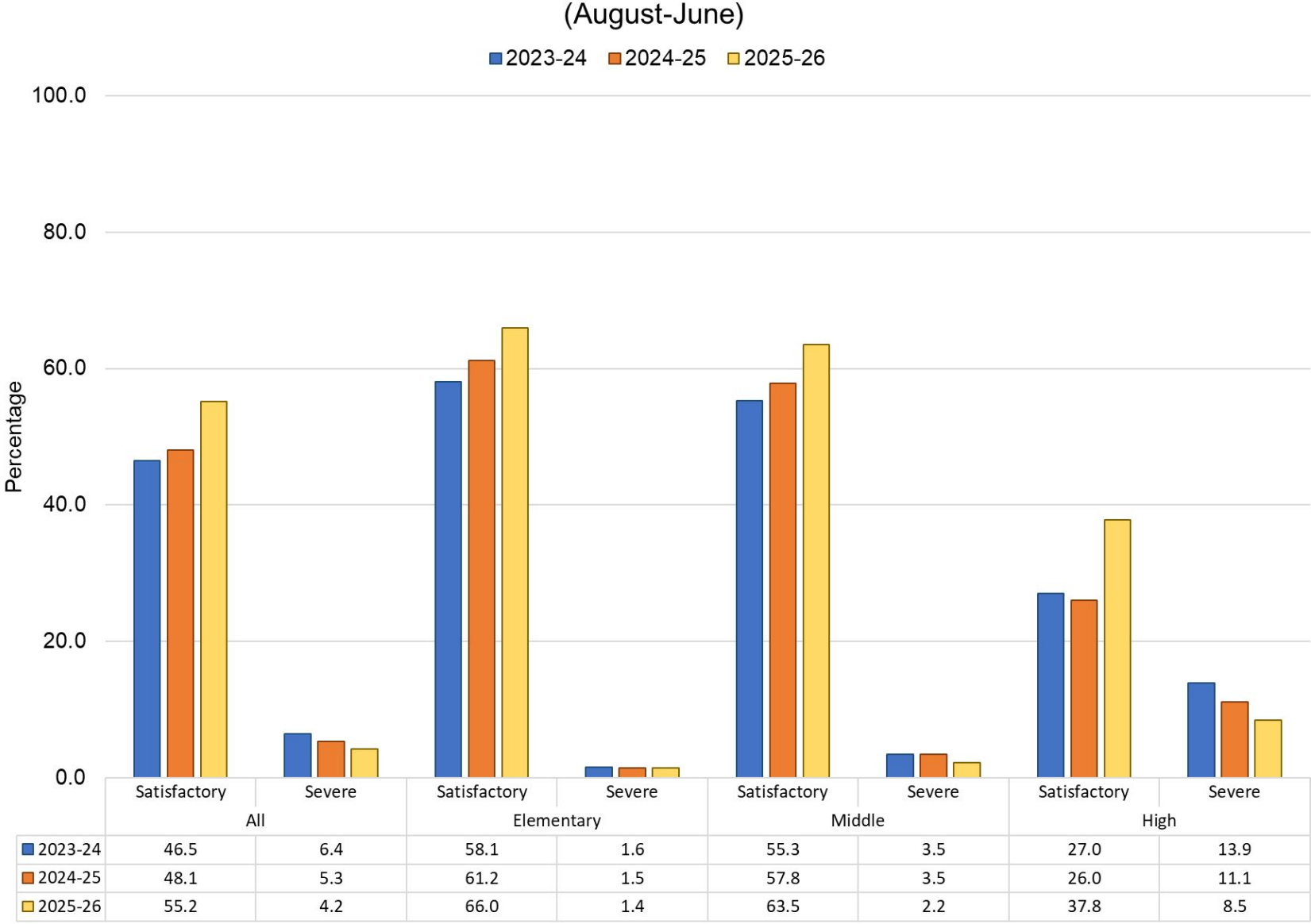
School Climate 42% Favorable
(up 6 percentage points from last Spring)

# Attendance Overview

THINK (AND ACT) DIFFERENTLY

Elementary (ES) and middle schools (MS) both had increases in Satisfactory Attendance for the past two years, ES up 7.9 percentage points to 66.0%, and MS up 8.2 percentage points to 63.5%.  High school Satisfactory attendance increased by 11.8 percentage points during 2025-26.

The Severe Absences level dropped to 4.2% overall with ES down to 1.4%, MS down to 2.2%, and HS down to 8.5%.



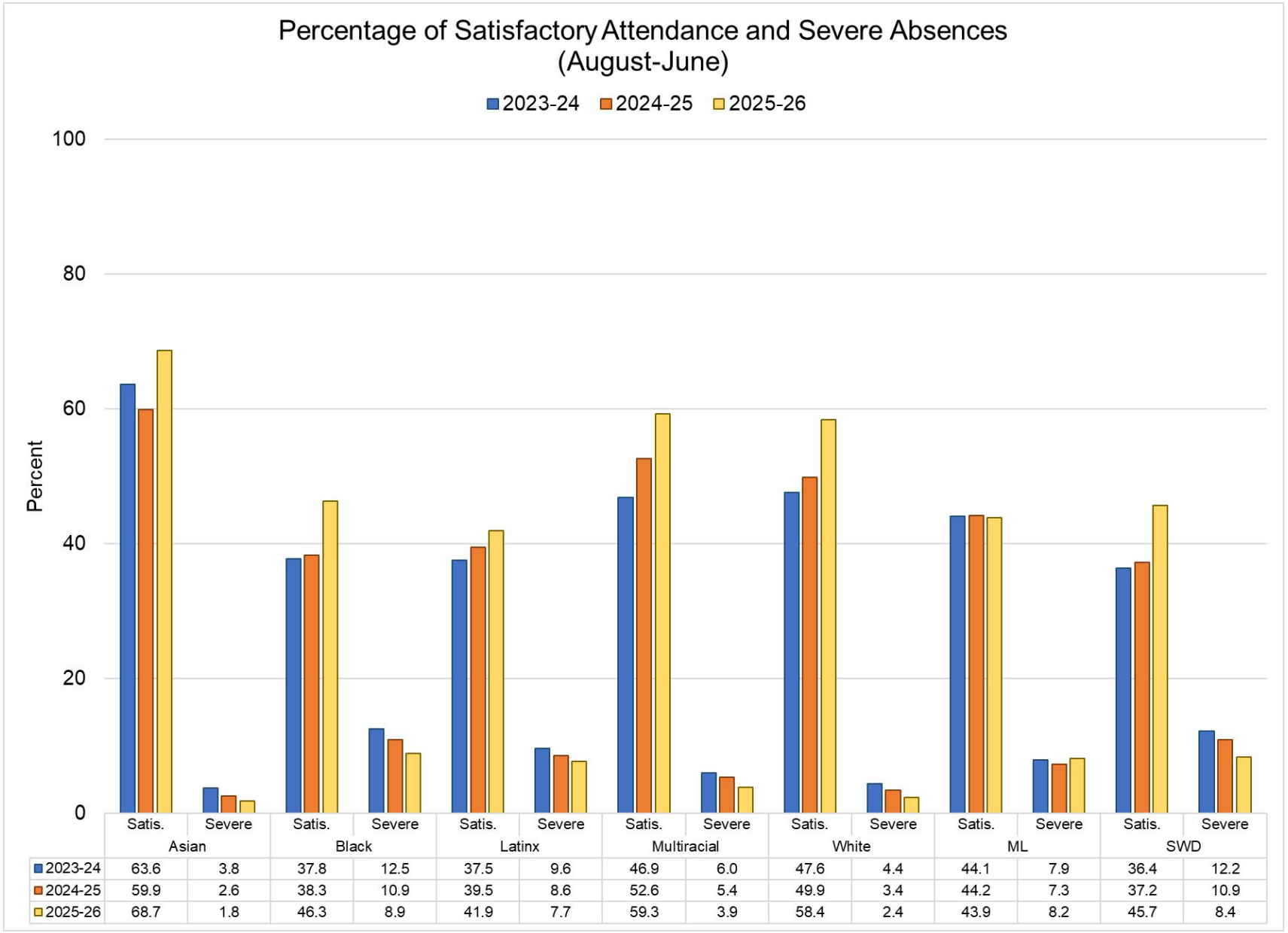

| | All | | Elementary | | Middle | | High | |
|---|---|---|---|---|---|---|---|---|
| | Satisfactory | Severe | Satisfactory | Severe | Satisfactory | Severe | Satisfactory | Severe |
| 2023-24 | 46.5 | 6.4 | 58.1 | 1.6 | 55.3 | 3.5 | 27.0 | 13.9 |
| 2024-25 | 48.1 | 5.3 | 61.2 | 1.5 | 57.8 | 3.5 | 26.0 | 11.1 |
| 2025-26 | 55.2 | 4.2 | 66.0 | 1.4 | 63.5 | 2.2 | 37.8 | 8.5 |

Asian students had the highest proportion of Satisfactory attendance last year at 68.7 percent. The other groups were at:

- Multiracial 59.3
- White 58.4
- Black 46.3
- SWD 45.7
- ML 43.9
- Latinx 41.9

Severe:

- Asian 1.8
- White 2.4
- Multiracial 3.9
- Latinx 7.7
- ML 8.2
- SWD 8.4
- Black 8.9




| | Asian | | Black | | Latinx | | Multiracial | | White | | ML | | SWD | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Satis. | Severe | Satis. | Severe | Satis. | Severe | Satis. | Severe | Satis. | Severe | Satis. | Severe | Satis. | Severe |
| 2023-24 | 63.6 | 3.8 | 37.8 | 12.5 | 37.5 | 9.6 | 46.9 | 6.0 | 47.6 | 4.4 | 44.1 | 7.9 | 36.4 | 12.2 |
| 2024-25 | 59.9 | 2.6 | 38.3 | 10.9 | 39.5 | 8.6 | 52.6 | 5.4 | 49.9 | 3.4 | 44.2 | 7.3 | 37.2 | 10.9 |
| 2025-26 | 68.7 | 1.8 | 46.3 | 8.9 | 41.9 | 7.7 | 59.3 | 3.9 | 58.4 | 2.4 | 43.9 | 8.2 | 45.7 | 8.4 |

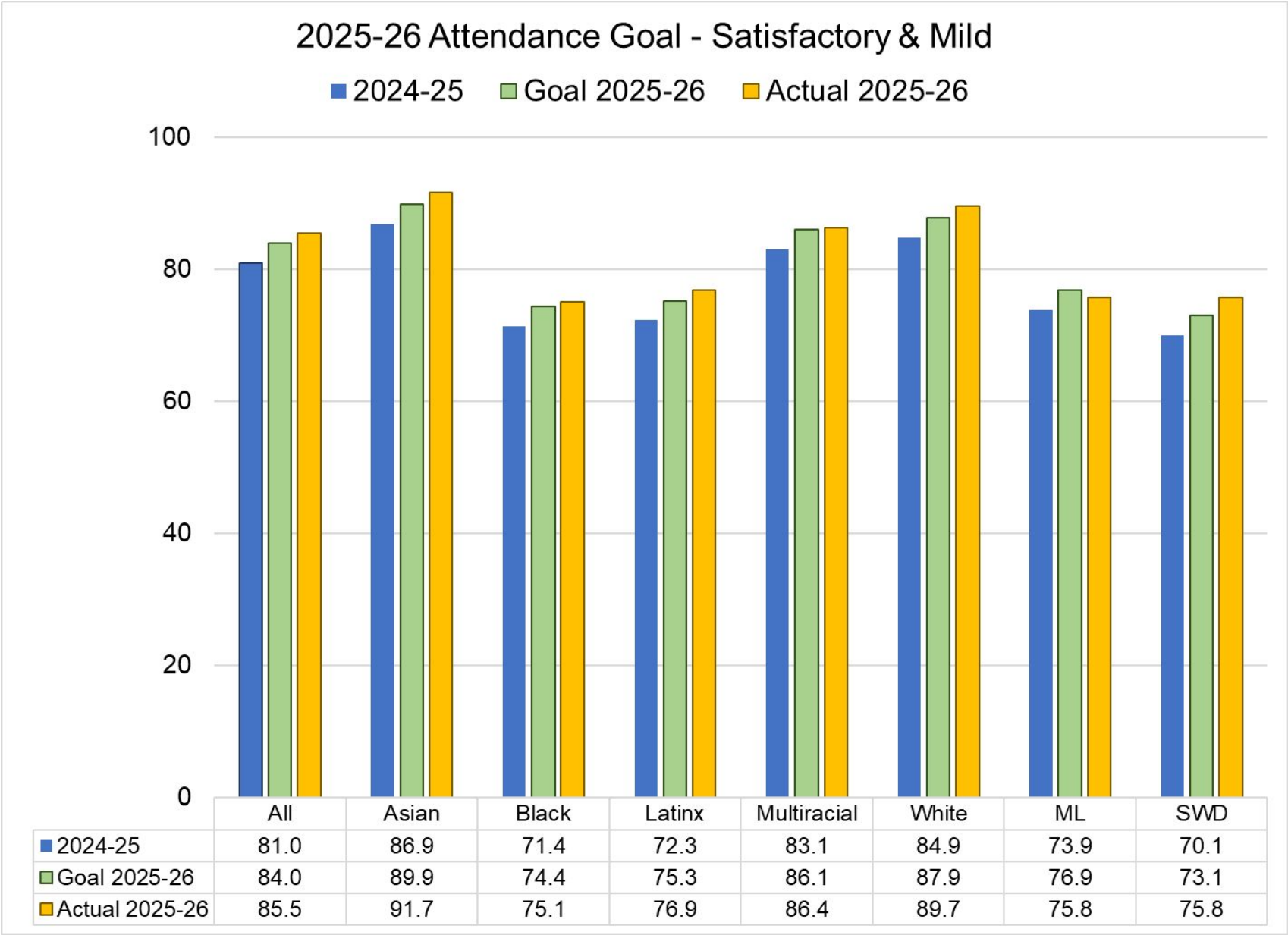
# 2025-26 Strategic Plan Attendance

- Goals were set at 3 percentage points above the prior year's EOY value for percentage of Satisfactory + Mild attendance (at least 90% attendance)

- The District met this goal for all student combined, all racial groups, and SWD, but missed the mark for ML (Goal = 76.9, Actual = 75.8)

For 2025-26, the District chose an attendance goal of improving the proportion of students with a Satisfactory and Mild Attendance Rate (90%+ attendance) by three or more percentage points over the prior year.

Overall, CHCCS exceeded the goal by 1.5 percentage points up to 85.5 percentage points. All groups met or exceeded the goal, except ML who exceeded their 2024-25 rate by 1.9 points.




| | All | Asian | Black | Latinx | Multiracial | White | ML | SWD |
|---|---|---|---|---|---|---|---|---|
| 2024-25 | 81.0 | 86.9 | 71.4 | 72.3 | 83.1 | 84.9 | 73.9 | 70.1 |
| Goal 2025-26 | 84.0 | 89.9 | 74.4 | 75.3 | 86.1 | 87.9 | 76.9 | 73.1 |
| Actual 2025-26 | 85.5 | 91.7 | 75.1 | 76.9 | 86.4 | 89.7 | 75.8 | 75.8 |

# Attendance Recovery & Support

- 2025 Attendance Campaign “Your Presence Matters”
    - BOY Messaging For Families
- Reviewing the parent notification system process
- Attendance team: Through Student Services PLC
    - School’s chronic absenteeism
    - Students on the bubble
    - Case management assignments
    - Attendance support plans
    - Attendance letters to families

THINK (AND ACT)
DIFFERENTLY

# Quick Lookback

# Pre-Covid vs Now

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2022-2027

# Are we back to pre-Covid levels?

- A couple of things to consider
  - New ELA and Science EOG tests since 2020
  - Different Cohorts
  - For reference a student in Kindergarten in 19-20 is currently in 7th grade

- 8 schools higher than 2019, 3 within 1 point of 2019
- Elementary average is back to 2019 (up 1 point if take out outlier school), while secondary is 3 points behind 2019 levels.

THINK (AND ACT)
DIFFERENTLY

# Areas of Focus for 2026-27

# Multilingual Learners & Students with Disabilities

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2022-2027

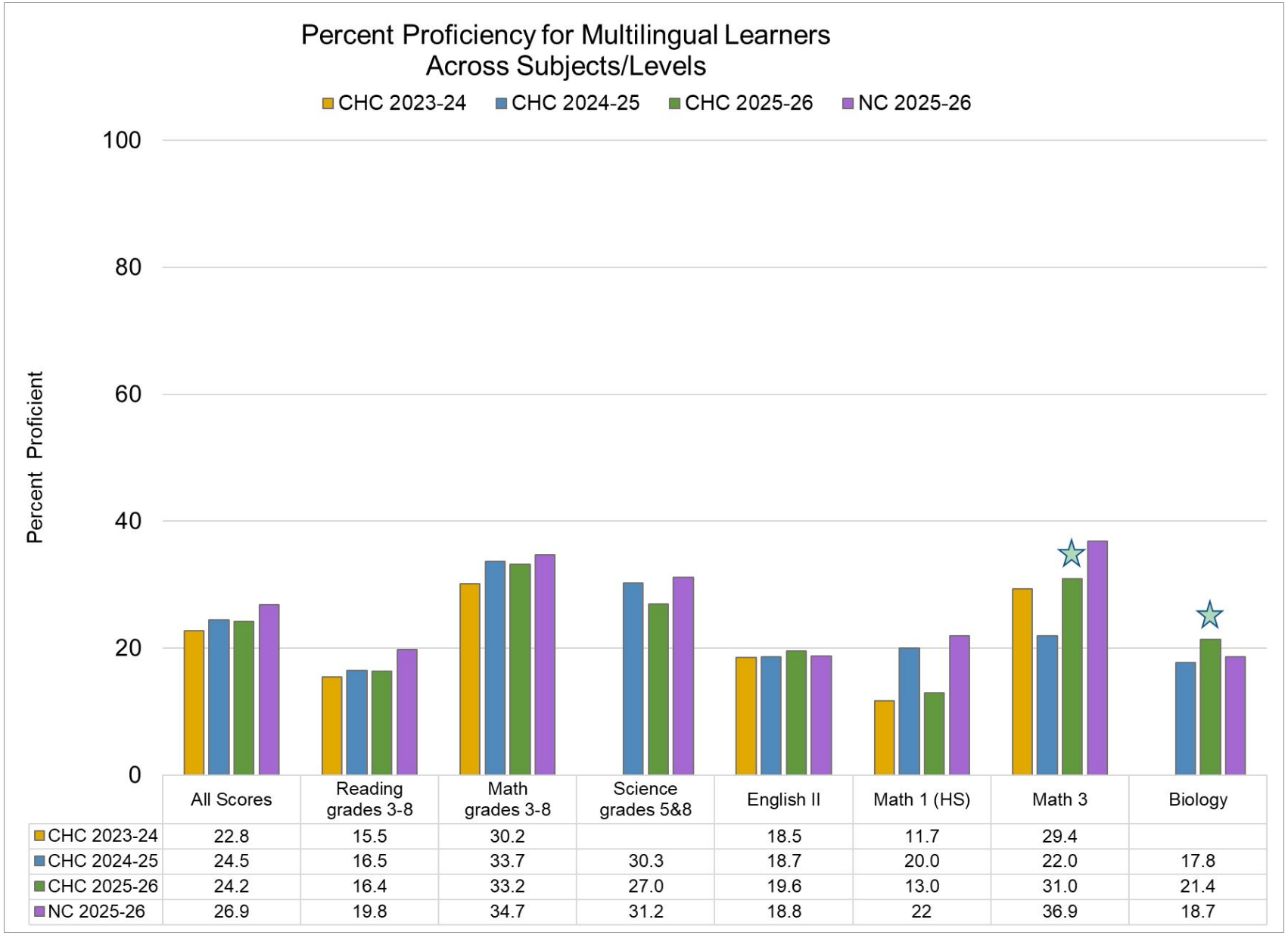
# Focus on Instruction for Multilingual Learners and Students with Disabilities

Seven of our eighteen traditional schools have been identified as either TSI-CU or ATSI for Students with Disabilities and three schools were so identified for Multilingual Learners

| | Enrolled (2025-26) | ML or SWD | Pct ML or SWD |
|---|---|---|---|
| All | 11,009 | 2,525 | 22.9 |
| Asian | 1,507 | 396 | 26.3 |
| Black | 1,297 | 380 | 29.3 |
| Latinx | 2,157 | 1,047 | 48.5 |
| Multiracial | 858 | 112 | 13.1 |
| White | 5,175 | 585 | 11.3 |

This chart shows percent proficient among Multilingual Learners for each State Assessment over time compared to the 2025-26 NC Average for ML.

Proficiency rose by 3 or more percentage points on the Math 3 and Biology EOCs. Math 1 and Science 5th & 8th grade proficiency dropped, while All scores, Reading and Math EOG and English II stayed about the same.

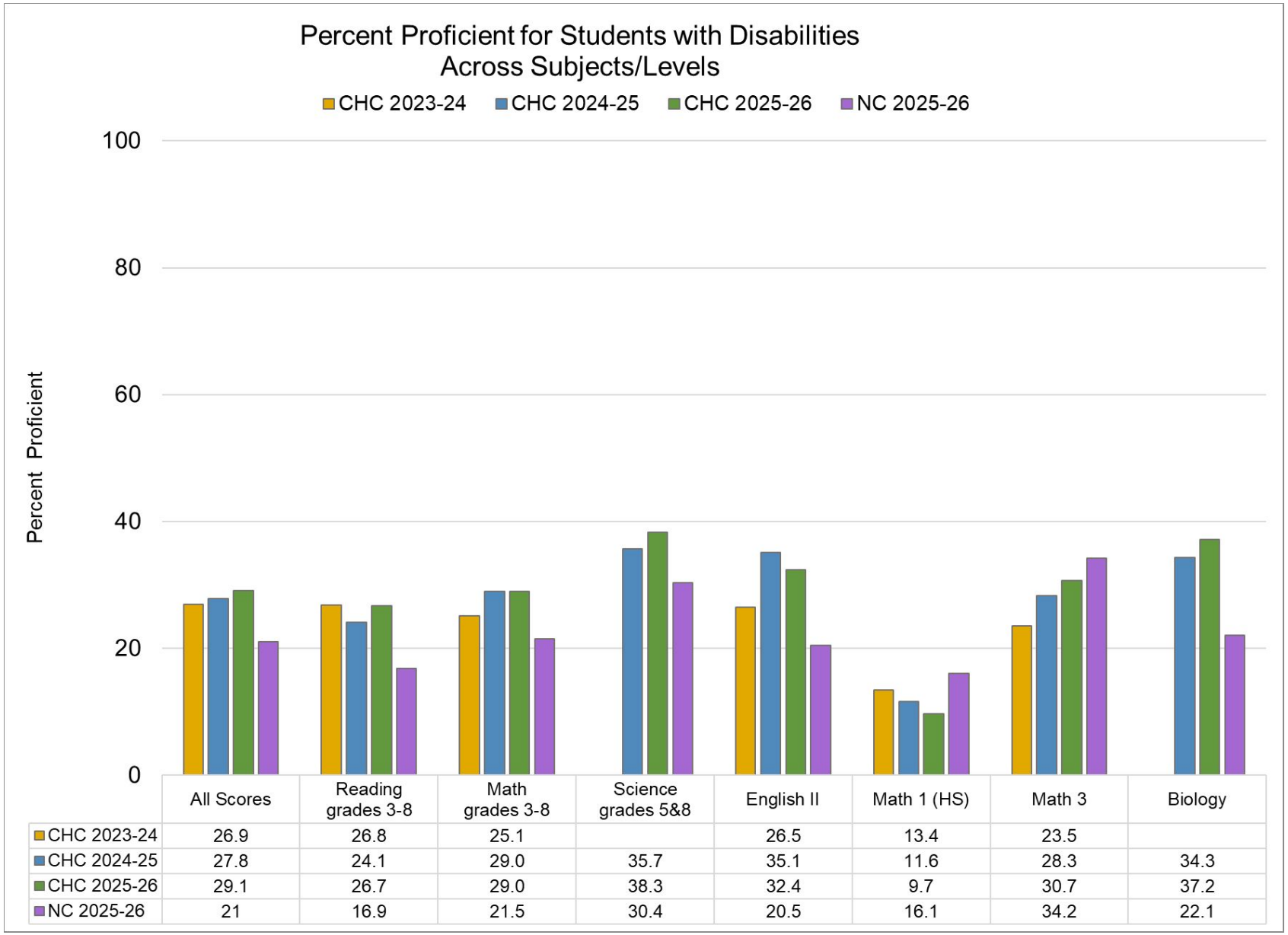



| | All Scores | Reading grades 3-8 | Math grades 3-8 | Science grades 5&8 | English II | Math 1 (HS) | Math 3 | Biology |
|---|---|---|---|---|---|---|---|---|
| CHC 2023-24 | 22.8 | 15.5 | 30.2 | | 18.5 | 11.7 | 29.4 | |
| CHC 2024-25 | 24.5 | 16.5 | 33.7 | 30.3 | 18.7 | 20.0 | 22.0 | 17.8 |
| CHC 2025-26 | 24.2 | 16.4 | 33.2 | 27.0 | 19.6 | 13.0 | 31.0 | 21.4 |
| NC 2025-26 | 26.9 | 19.8 | 34.7 | 31.2 | 18.8 | 22 | 36.9 | 18.7 |

This chart shows percent proficient among Students with Disabilities for each State Assessment over time as compared to the 2025-26 NC average for SWD.

Overall, since 2023-24, SWD proficient rose by 2.2 percentage points.

Proficiency in Math 1 has decreased over the past two years, while proficiency for Math 3 had increased by 7.2 percentage points.




| | All Scores | Reading grades 3-8 | Math grades 3-8 | Science grades 5&8 | English II | Math 1 (HS) | Math 3 | Biology |
|---|---|---|---|---|---|---|---|---|
| CHC 2023-24 | 26.9 | 26.8 | 25.1 | | 26.5 | 13.4 | 23.5 | |
| CHC 2024-25 | 27.8 | 24.1 | 29.0 | 35.7 | 35.1 | 11.6 | 28.3 | 34.3 |
| CHC 2025-26 | 29.1 | 26.7 | 29.0 | 38.3 | 32.4 | 9.7 | 30.7 | 37.2 |
| NC 2025-26 | 21 | 16.9 | 21.5 | 30.4 | 20.5 | 16.1 | 34.2 | 22.1 |

# Secondary TSI/ATSI Schools Follow-up (Year 1)

| | Multilingual Learners | | Students with Disabilities | |
|---|---|---|---|---|
| | 2024-25 | 2025-26 | 2024-25 | 2025-26 |
| Culbreth MS | **F (36)** Ach - 25.1, Gr - 81.9 Met | **D (43)** Ach - 30.5, Gr - 93.2 Exc | **F (34)** Ach - 24.4, Gr - 73.7 Met | **F (31)** Ach - 18.1, Gr - 83.2 Met |
| McDougle MS | **F (32)** Ach - 21.4, Gr - 72.8 Met | **F (32)** Ach - 23.5, Gr - 68.0 Not Met | **F (32)** Ach - 23.2, Gr - 67.6 Not Met | **F (33)** Ach - 24.3, Gr - 70.2 Met |
| Phillips MS | **D (51)** Ach - 45.6, Gr - 70.8 Met | **D (48)** Ach - 40.0, Gr - 78.9 Met | **F (30)** Ach - 22.2, Gr - 62.1 Not Met | **F (29)** Ach - 19.0, Gr - 68.2 Not Met |
| Smith MS | **D (44)** Ach - 37.6, Gr - 68.3 Not Met | **D (51)** Ach - 43.5, Gr - 80.4 Met | **F (33)** Ach - 23.9, Gr - 69.1 Not Met | **F (38)** Ach - 30.5, G-67.7 Not Met |
| Carrboro HS | **F (32)** Ach - 19.7, Gr - 80.7 Met | **F (38)** Ach - 28.9, Gr - 76.4 Met | **F (39)** Ach - 27.9, Gr - 84.3 Met | **F (38)** Ach - 29.9, Gr - 69.9 Not Met |

THINK (AND ACT)
DIFFERENTLY

# Piloting AVID Excel and Emerge

CHAPEL HILL-CARRBORO CITY SCHOOLS
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STRATEGIC PLAN
2022-2027

# TWO-YEAR AVID EXCEL

## GROWTH SNAPSHOT

2024–25 and 2025–26 annual AVID records (n=73)

**91.8%**

**IMPROVED IN AT LEAST ONE LANGUAGE DOMAIN**

**76.7%**

**IMPROVED IN AT LEAST TWO LANGUAGE DOMAINS**

**72.6%**

**IMPROVED OVERALL/CPL**

**39.7%**

**GAINED AT LEAST 0.5 IN OVERALL/CPL**

**31.5%**

**GAINED AT LEAST 0.6 IN OVERALL/CPL**

**13.7%**

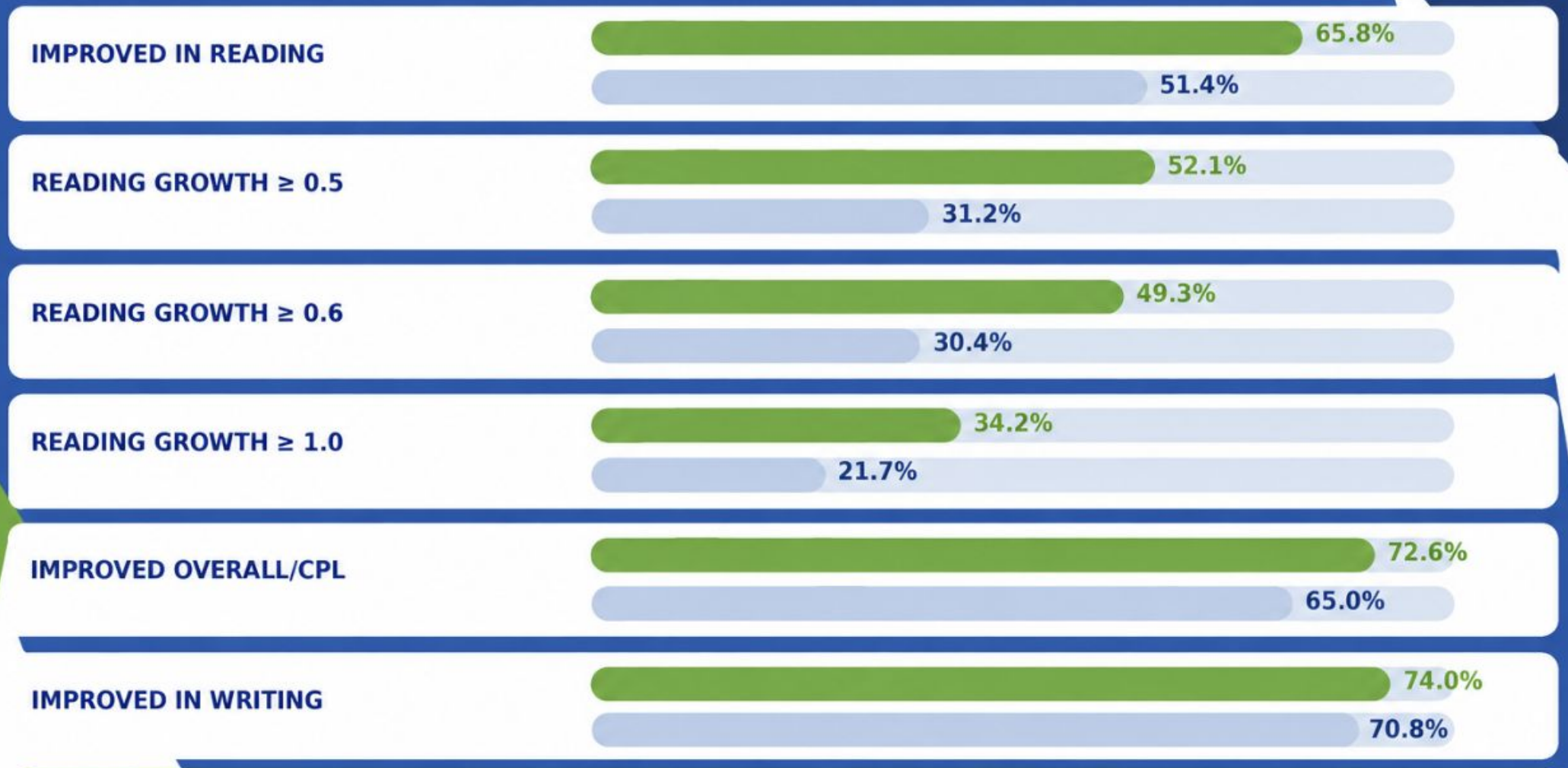
**GAINED A FULL OVERALL PROFICIENCY POINT OR MORE**

Annual records may include the same student in both program years.

# TWO-YEAR GROWTH

## AVID EXCEL VS. NON-AVID EXCEL

Percentage of annual student records meeting each growth measure




**AVID EXCEL STUDENTS EXCEEDED NON-AVID EXCEL STUDENTS ON EVERY HIGHLIGHTED MEASURE**

# Focus on AVID Districtwide

## Continuing the work with PLCs and MTSS

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2022-2027

# AVID: Strengthening Tier 1 Instruction

- AVID provides a consistent instructional framework focused on writing, inquiry, collaboration, organization, and reading.
- These practices make rigorous learning more accessible by pairing high expectations with intentional scaffolds and clear learning routines.
- Academic discussion, structured collaboration, and multiple ways to engage with content are especially important for multilingual learners and students with disabilities.
- AVID creates a common language for strong instruction across classrooms, reducing variability in what students experience.
- Our goal is not simply to expose ML and SWD students to grade-level work, but to provide the instructional conditions that help them successfully engage with and master it.

# MTSS: Providing the Right Support at the Right Time

- Strong Tier 1 instruction is the foundation, but some students will need targeted or intensive support beyond the core.
- MTSS provides a consistent process for identifying needs, selecting interventions, monitoring progress, and adjusting support.
- Looking specifically at ML and SWD outcomes helps us determine whether a student needs an intervention, an instructional adjustment, language support, an accessibility support, or some combination.
- Progress monitoring helps ensure that support is producing results rather than allowing students to remain in interventions without sufficient improvement.
- MTSS moves us from reacting after students fall behind to responding early, intentionally, and based on evidence.

# PLCs: Turning Student Group Data into Collective Action

- PLCs provide the weekly structure for teachers to examine student work, common assessment results, and other evidence of learning.
- Data must be intentionally disaggregated for ML and SWD students so overall averages do not mask differences in access, experience, or outcomes.
- Teams should ask what students were expected to learn, who learned it, who did not, and which instructional response is needed next.
- PLCs allow teachers, instructional coaches, EC staff, and ML specialists to combine their expertise and share responsibility for student growth.
- Effective PLCs identify practices that are working for ML and SWD students, replicate those practices, and monitor whether adjustments are improving outcomes.

THINK (AND ACT)
DIFFERENTLY

# Strategic Plan Update

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2022-2027

# Strategic Plan - Key Strategic Actions

- Strategic Plan 2027:
  - Key Strategic Actions Progress Display
    - 68% of KSAs were On Target
    - 13% were Progressing
    - 8% Off Target
    - 11% each Paused, or Strategically Abandoned
  - Goals Met - 44%

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# STRATEGIC PLAN 2022-2027



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# Instructional Areas of Strength

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2022-2027

THINK (AND ACT) DIFFERENTLY

1. Elementary Schools improved proficiency in six of seven subjects by three or more percentage points
2. Three elementary schools exited TSI status
3. Science continues to shine

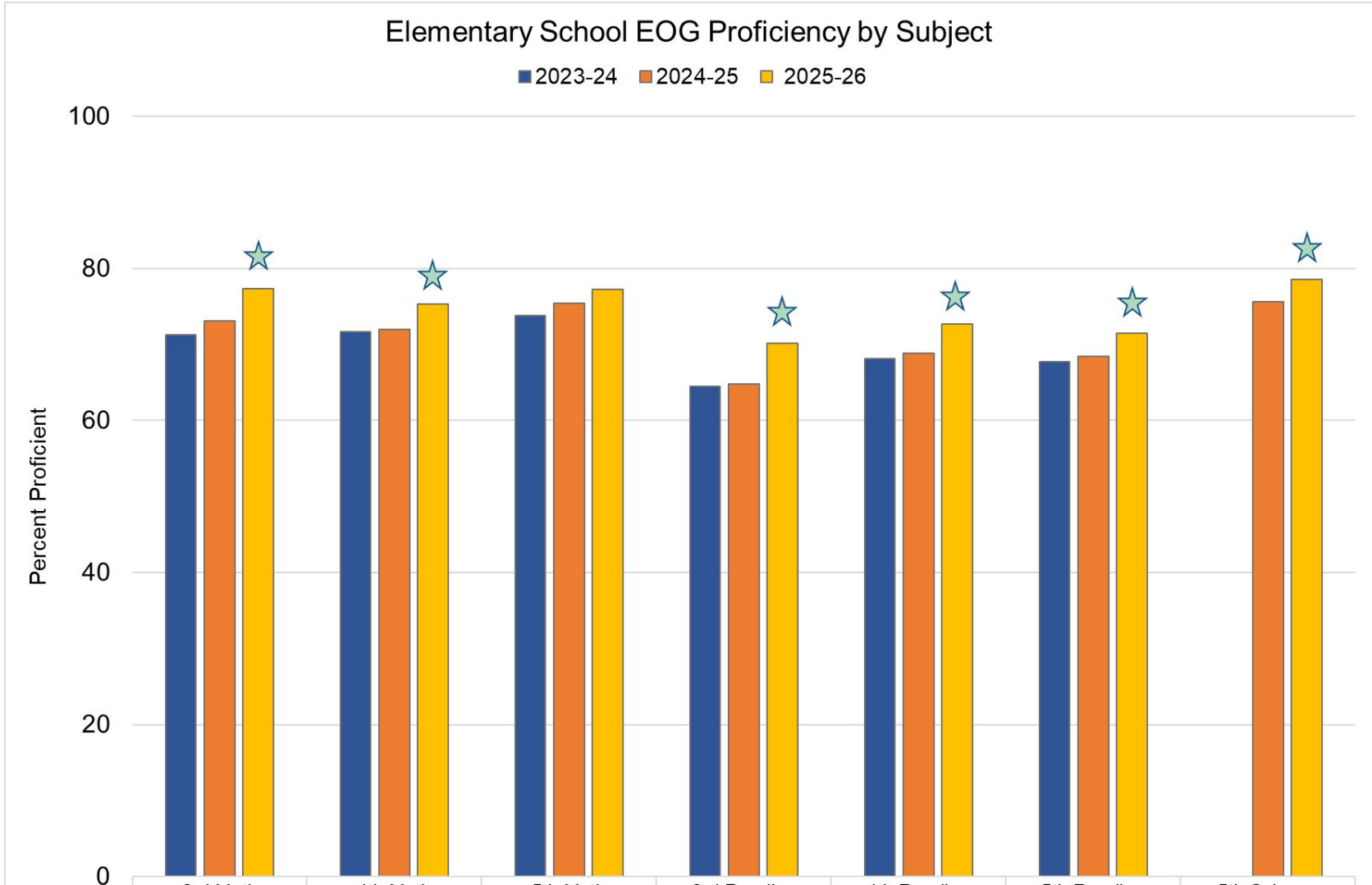
CHAPEL HILL-CARRBORO CITY SCHOOLS
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STRATEGIC PLAN
2022-2027

THINK (AND ACT)
DIFFERENTLY

The District set a goal to increase proficiency by at least 3 percentage points.

Among elementary schools, scores rose by 3 or more percentage points for six of the seven assessments, only 5th grade math rose less at 1.8 percentage points. Stars show where the goals were met.

Note - Science was a new metric in 2024-25, so 2023-24 is not comparable.




| | 3rd Math | 4th Math | 5th Math | 3rd Reading | 4th Reading | 5th Reading | 5th Science |
|---|---|---|---|---|---|---|---|
| 2023-24 | 71.3 | 71.7 | 73.8 | 64.5 | 68.1 | 67.7 | |
| 2024-25 | 73.1 | 72.0 | 75.4 | 64.8 | 68.8 | 68.4 | 75.6 |
| 2025-26 | 77.3 | 75.3 | 77.2 | 70.2 | 72.7 | 71.5 | 78.6 |

THINK (AND ACT)
DIFFERENTLY

# TSI Updates 26-27

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2022-2027

# Targeted Support and Improvement

- School Performance grades are calculated: 80% proficiency and 20% growth for each group with sufficient data.
- **TSI - Targeted Support and Improvement**
  - **Additional Targeted Support (ATSI or TSI-AT)**
    - Identified only once every three years - can exit only once every three years, including 2024-25.
    - Identified if school was TSI-CU the prior year, and the F grade for the group is below a certain value (37 this year); grades are on a 15 point scale with a D defined as 40 or higher.
  - **Consistently Underperforming (TSI-CU)**
    - Identified annually when a school has an F school performance grade for the same group for three consecutive years
    - Can exit by having a D or better for two consecutive years.

# Exiting TSI Statuses in 2025-26

- Three TSI schools earned a D or better grade for their TSI groups last year for the first of two required D or better grades to exit.
- They also earned D or better again for the same group this year, and therefore will be exited from TSI
  - Carrboro Elementary for Multilingual Learners
  - FP Graham Bilingue' for Economically Disadvantaged Students and Multilingual Learners
  - Northside Elementary for Black Students and Economically Disadvantaged Students

# New TSI Statuses in 2026-27

Four school were on the watchlist for TSI-CU for SWD by earning an F grade for SWD for two consecutive years

- Carrboro ES 35.3
- **Rashkis ES 16.7**
- **Scroggs ES 19.1**
- Carrboro HS 29.9

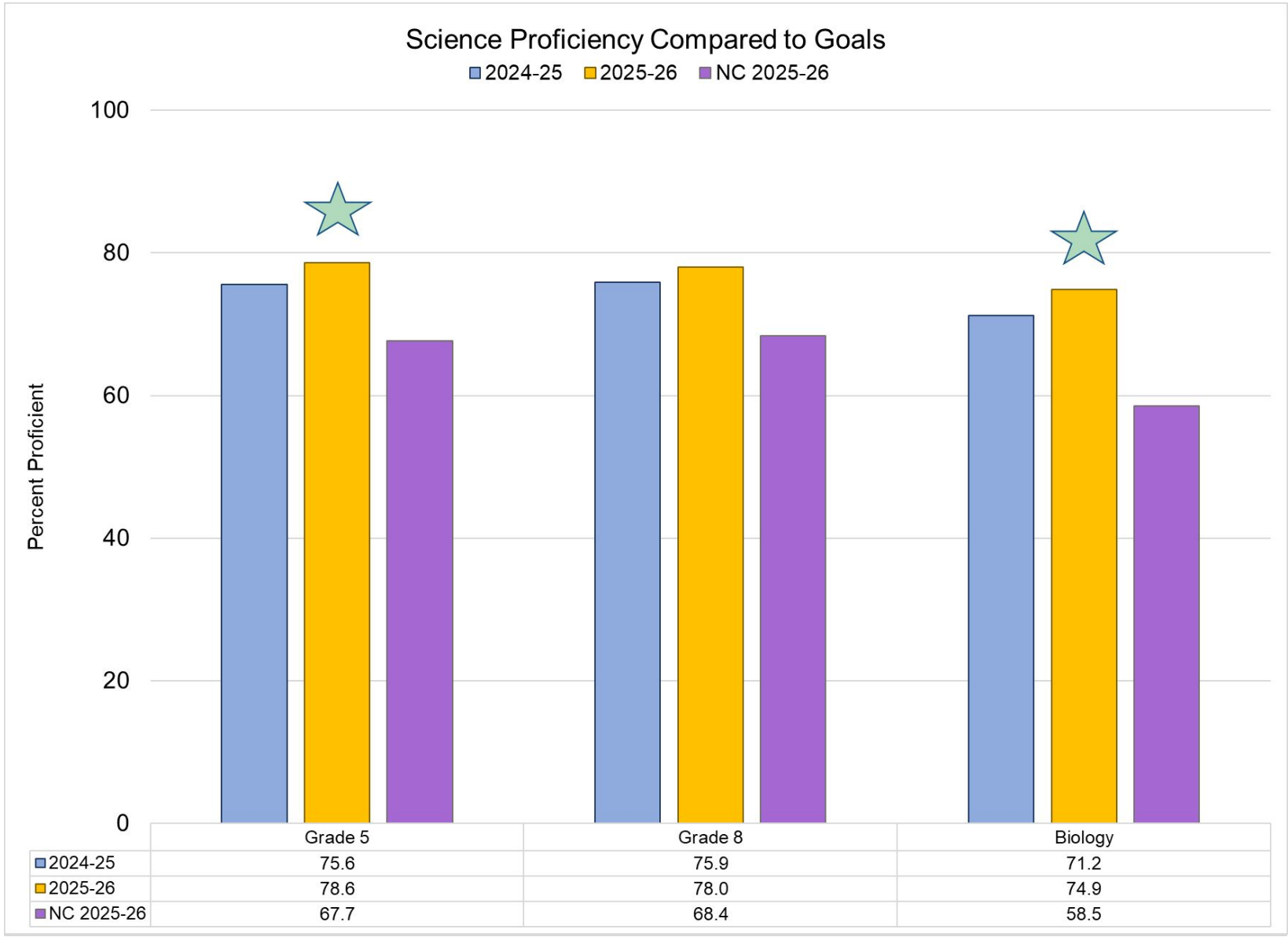
Rashkis and Scroggs Elementary Schools earned an F grade for the third consecutive year for SWD, and were identified as TSI-CU.

The two Carrboro schools earned a D for this group in 2025-26 and therefore were not identified as TSI-CU for SWD.

In 2024-25, there was a new NC science curriculum and State assessment (EOG Grades 5 & 8, EOC Biology).

Teachers participated in ongoing professional learning focused on the pedagogical shift toward using Science and Engineering Practices to drive inquiry-based instruction. This intentional focus supported strong instructional alignment, resulting in high proficiency rates and each student group meeting or exceeding growth.

in 2025-26, Grade 5 and Biology proficiency met or exceeded the 3 percentage point goal, while Grade 8 science improved by 2.1 percentage points.




| | Grade 5 | Grade 8 | Biology |
|---|---|---|---|
| 2024-25 | 75.6 | 75.9 | 71.2 |
| 2025-26 | 78.6 | 78.0 | 74.9 |
| NC 2025-26 | 67.7 | 68.4 | 58.5 |

# MS & HS TSI - Multilingual Learners

**Advocacy:**

Path to graduation

- Meeting with school counselors
- Block scheduling
- Hand scheduling

Support for students and families through the International Welcome Center

- Orientation process for families
- Screening and placement
- Interpretation/Translation
- Community partnerships

CCP(College and Career Promise)-Durham Tech partnerships

# MS & HS TSI - Multilingual Learners

## Purposeful Distribution of Resources:

- Weighted allocation
- Lead Teacher/Coach
- MLL Student Success Advocate
- Parent Liaison
- Test facilitators
- Lead Teacher/Coach

# MS & HS TSI - Multilingual Learners

## Building Capacity:

- English Language Development (ELD)
    - Standards training and planning
- SIOP training
- ML best practice training
- Language Objectives
- AVID Excel /AVID Emerge
- Coaching /Professional Learning

## Leveraging Data to Inform the Multi-tiered System of Support (MTSS) Process:

- Goal setting
- Kid talks
- Newcomer placement
- Exploring Progress Monitoring tools specific to language acquisition

# Secondary Schools - ATSI Multilingual Learners & Students with Disabilities

THINK (AND ACT) DIFFERENTLY

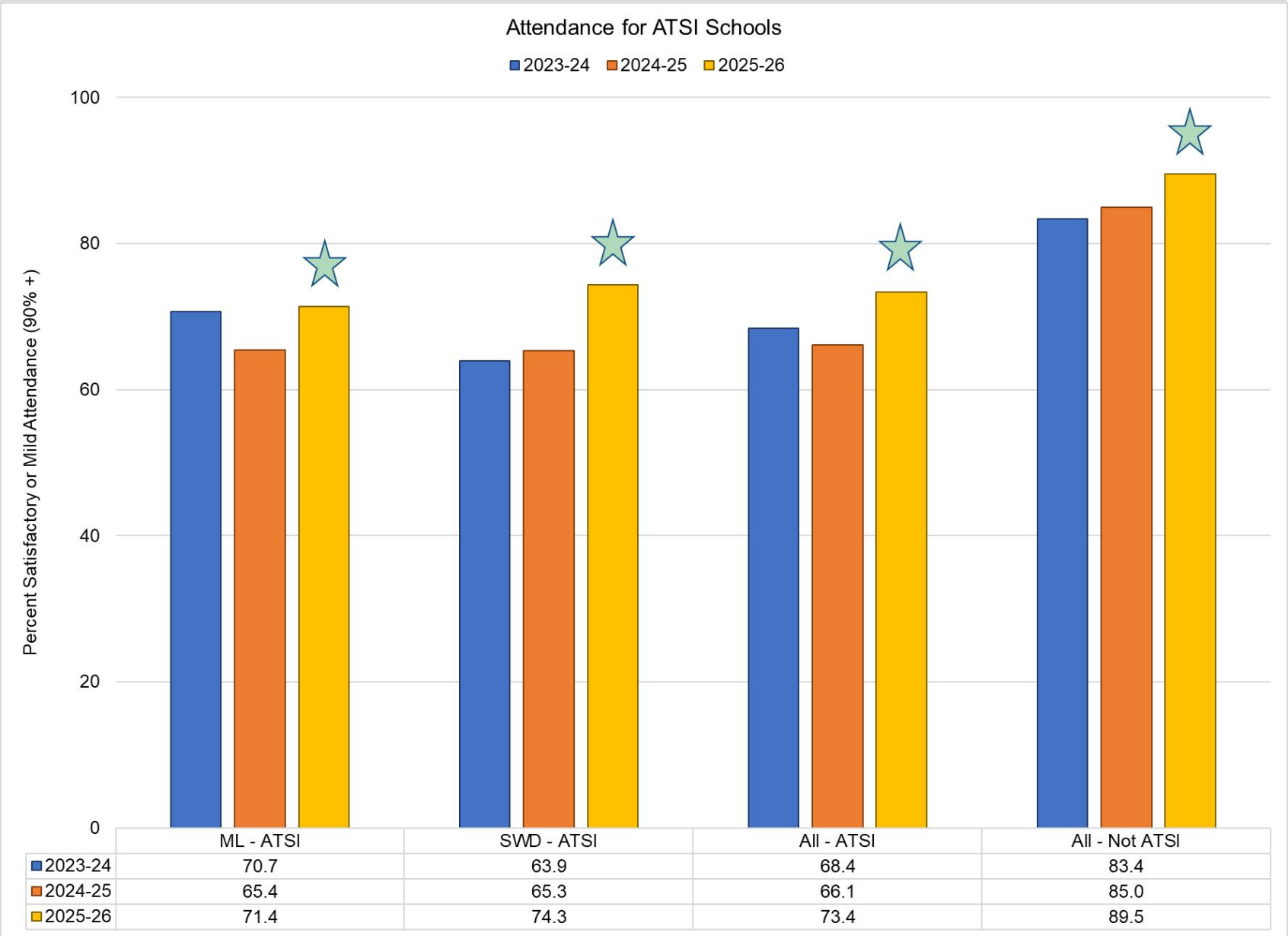
# 2025-26 Strategic Plan Attendance

- ATSI* = middle school and CHS students who were identified as ML or SWD had a separate goal to improve attendance. ATSI ML attendance improved by 6 percentage points up to 71.4, and ATSI SWD rose by 9 percentage points up to 74.3.

Last year, all 4 middle schools and Carrboro High were identified as TSI or ATSI for ML or SWD, or both. The District set a goal to improve attendance for ML and SWD for these five schools.

The chart shows attendance for ML and SWD at the ATSI schools, and for all ATSI - compared to All Not ATSI students.

ML attendance improved by 6 percentage points up to 71.4, and SWD by 9 percentage points up to 74.3, while the All Not ATSI group improved by 4.5 percentage points.




| | ML - ATSI | SWD - ATSI | All - ATSI | All - Not ATSI |
|---|---|---|---|---|
| 2023-24 | 70.7 | 63.9 | 68.4 | 83.4 |
| 2024-25 | 65.4 | 65.3 | 66.1 | 85.0 |
| 2025-26 | 71.4 | 74.3 | 73.4 | 89.5 |

THINK (AND ACT)
DIFFERENTLY

# Next Steps - ATSI Schools (ML & SWD)

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2022-2027

# MS & HS TSI - SWD

## Middle Schools:

- Provided teachers training and evidence-based programs for reading: Wilson, S.P.I.R.E.
- Focus Schools: Trained teachers in evidence-based programs for SEL
- Using assessments to identify student needs
- Writing high quality present level statements using assessment data
- Writing high-quality IEP goals and transition goals using Present Levels Academic Achievement & Functional Performance (PLAAFP)
- Trained teachers in transition activity planning and implementation
- Monitoring student progress toward goals

# Elementary, Middle and High TSI SWD

## Watch List Schools:

- Provided teachers training and materials evidence-based programs (EBP) for reading, including Spanish program: Wilson, S.P.I.R.E., Esperanza
- Provided training and materials for specialized programs (B.E.S.T./S.A.I.L.)
- EC Instructional Specialists provide coaching and support

# Secondary School Proficiency Lags

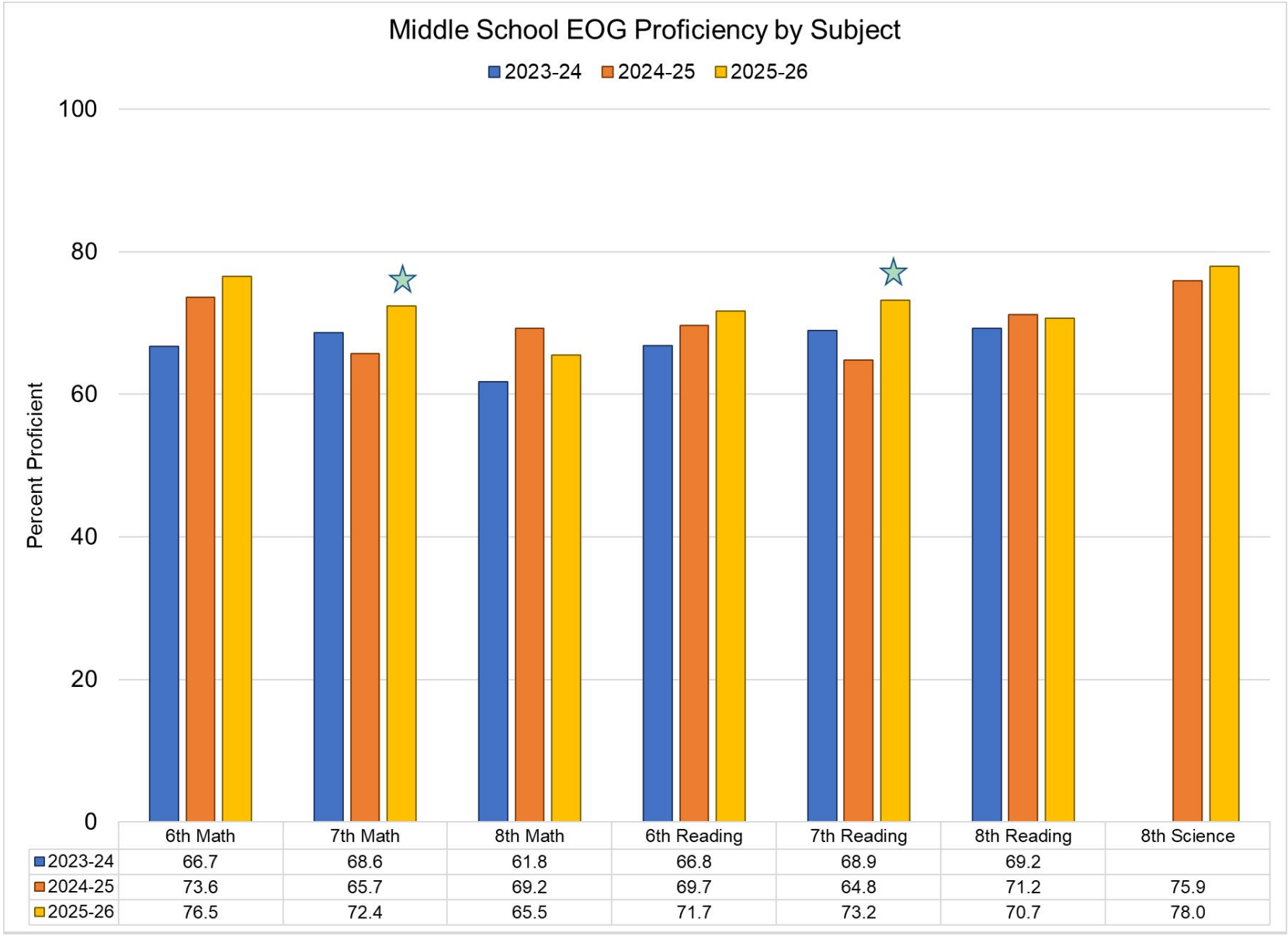
THINK (AND ACT) DIFFERENTLY

The District set a goal to increase proficiency by at least 3 percentage points.

Among middle schools, scores rose by 3 or more percentage points for two of the seven assessments with 7th graders showing improved proficiency in both Math and Reading.

| | |
|---|---|
| 6th grade math | +2.9 |
| 8th grade science | +2.1 |
| 6th grade reading | +2.0 |
| 8th grade reading | -0.5 |
| 8th grade math | -3.7 |

(Note: The Science assessment was new in 2024-25, so the 2023-24 data isn't comparable.)

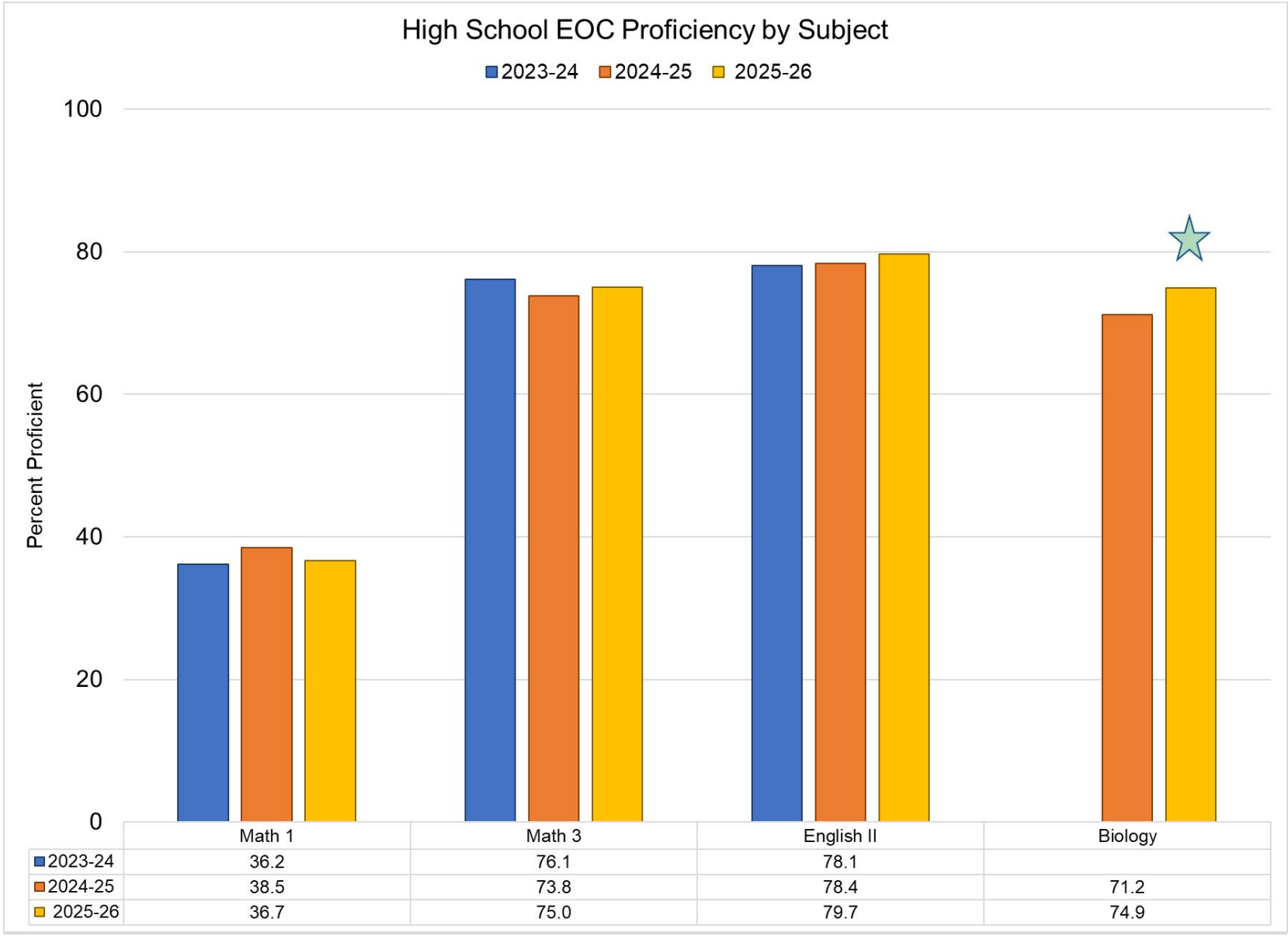



| | 6th Math | 7th Math | 8th Math | 6th Reading | 7th Reading | 8th Reading | 8th Science |
|---|---|---|---|---|---|---|---|
| 2023-24 | 66.7 | 68.6 | 61.8 | 66.8 | 68.9 | 69.2 | |
| 2024-25 | 73.6 | 65.7 | 69.2 | 69.7 | 64.8 | 71.2 | 75.9 |
| 2025-26 | 76.5 | 72.4 | 65.5 | 71.7 | 73.2 | 70.7 | 78.0 |

The District set a goal to increase proficiency by at least 3 percentage points - the star shows where the goal was met.

At the high school level, only Biology met or exceeded the goal, up 3.7 percentage points to 74.9 percent proficient.

Math 1 decreased by 1.8
Math 3 increased by 1.2
English II increased by 1.3

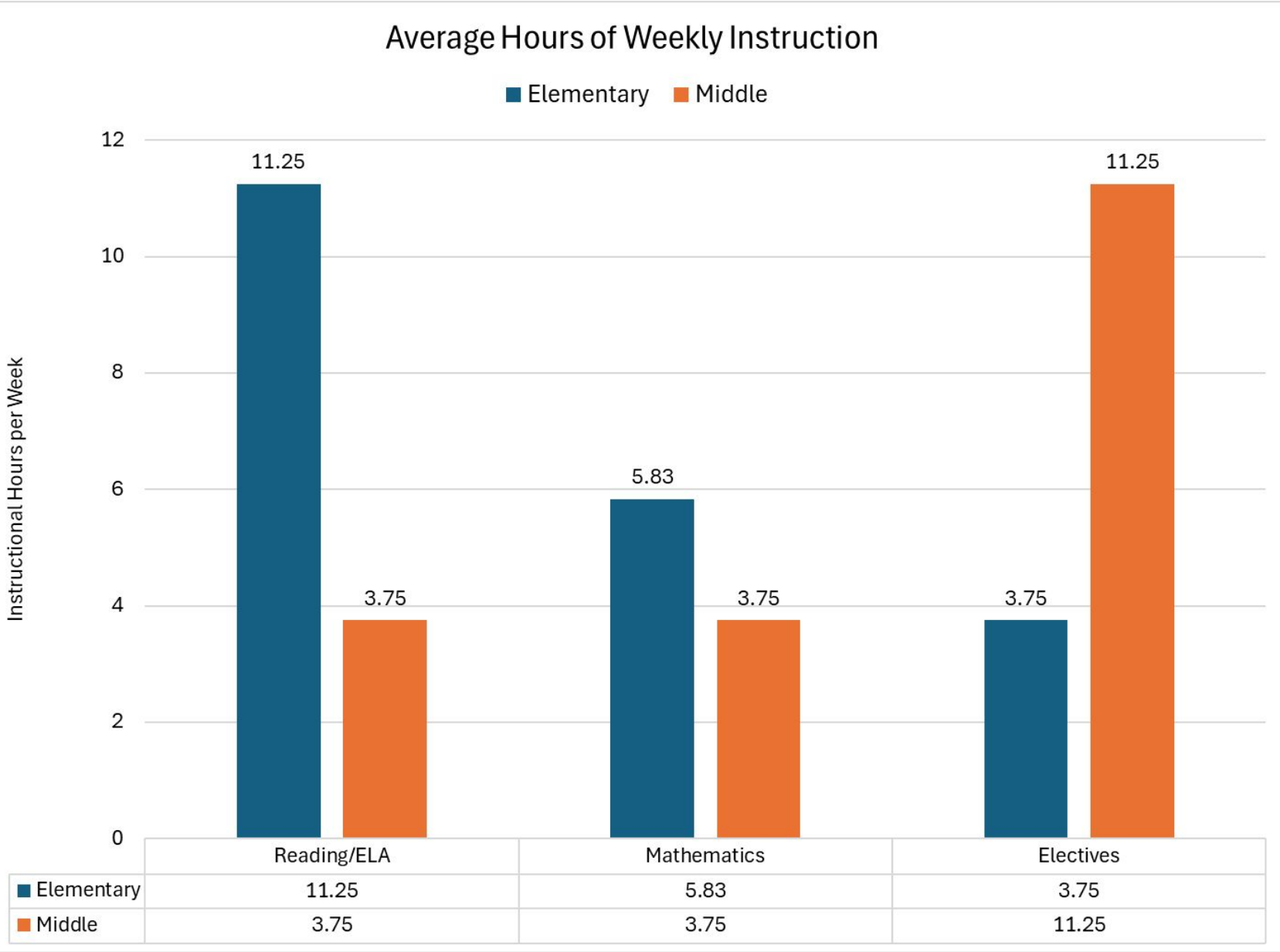



| | Math 1 | Math 3 | English II | Biology |
|---|---|---|---|---|
| 2023-24 | 36.2 | 76.1 | 78.1 | |
| 2024-25 | 38.5 | 73.8 | 78.4 | 71.2 |
| 2025-26 | 36.7 | 75.0 | 79.7 | 74.9 |

Upper elementary and middle school daily schedules differ.

This chart shows the average hours of instruction a week for each level. Science and social studies aren't shown as the time spent is about the same.

When 5th graders move up to 6th grade, they receive 7.5 hours less reading/English Language Arts instruction per week, about 2 hours less Mathematics instruction, and have three times as much time in elective classes.



# 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

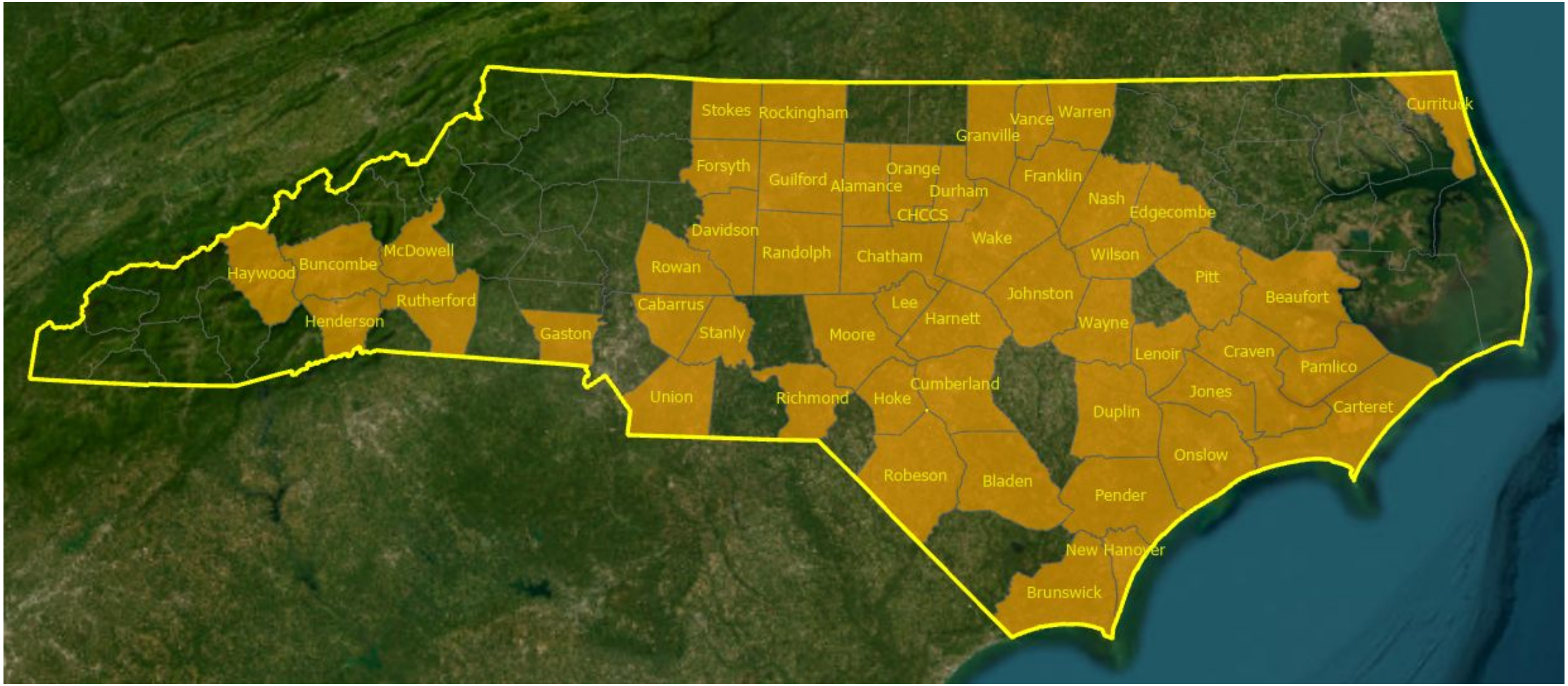
# About Us

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

| | | |
|---|---|---|
| School Planning & Transportation | **Mathew Palmer**<br>**Kristen Brookshire**<br>**Donna Bell**<br>**Kevin Hart** | wmpalme2@ncsu.edu<br>khbrooks@ncsu.edu<br>dmbell4@ncsu.edu<br>kevin_hart@ncsu.edu |
| Student Enrollment Projections and Spatial Analysis | **Thomas Dudley**<br>**Brian Godfrey** | tedudley@ncsu.edu<br>bsgodfre@ncsu.edu |
| Systems Planning, Community Engagement, Surveys & Research, Policy | **Linden Thayer, PhD**<br>**Parker Darden** | lmthaye2@ncsu.edu<br>pmdarde2@ncsu.edu |
| Elected Official Engagement, School Leadership, and Academic Programming | **Sonja Parks, EdD**<br>**Matt Sears** | slparks2@ncsu.edu<br>mmsears@ncsu.edu |
| **ITRE School Planning and Transportation**: https://itre.ncsu.edu/focus/school-planning/ | | |
| **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.**