

JACKSON COUNTY PUBLIC SCHOOLS

Regular Business Meeting

August 27, 2024 – 6:00 p.m.

Central Office Boardroom

AGENDA

I. JACKSON COUNTY BOARD OF EDUCATION

- A. Call to Order (Wes Jamison, Chairman)
- B. Pledge of Allegiance
- C. Approve Agenda

II. SPECIAL RECOGNITION (Dr. Dana L. Ayers, Superintendent)
Artemis ROADS II Challenge Winners - SMES

III. CONSENT ACTION AGENDA

- A. [Draft Open Session Minutes of Regular Meeting on July 23, 2024.](#)

IV. INFORMATION

- A. Superintendent's Report (Dr. Dana L. Ayers, Superintendent)
- B. Hourly Pay discussion (Dr. Dana L. Ayers, Superintendent)
- C. [Social Media Commenting Guidelines](#) (Shaneka Allen, Public Information Officer)
- D. [College Advising Corp – Appalachian State](#) (Angie Dills, Chief Academic Officer)
- E. [4th Quarter Internal Audits and Bank of America Audits](#) (Kristie Walker, Chief Financial Officer)
- F. [Unaudited Financial Statement](#) (Kristie Walker, Chief Financial Officer)

V. OPEN SESSION FOR PUBLIC COMMENTS

Sign up to speak before meeting. • Designed for school board to listen.
Time to speak limited to 3 minutes • Complaints about individual employees or students prohibited.

VI. ACTION AGENDA

- A. [2024-2025 Budget Resolution](#) (Kristie Walker, Chief Financial Officer)
- B. [Consolidated Federal Programs Application 2024-2025](#) (Laura Dills, Executive Director of Federal Programs)
- C. [Elevate K-12 Contract for BREC Math](#) Position (Angie Dills, Assistant Superintendent of Curriculum)
- D. [Purchase White Activity Bus](#) (Josh Francis, Transportation Director)
- E. [Right-of-Way Funds for Purchase of SMHS Ball Field Lighting](#) (Dr. Dana L. Ayers, Superintendent)
- F. [School Resource Officer MOU 2024-2025](#) (Dr. Dana L. Ayers, Superintendent)
- G. [CISNC MOA](#) (Dr. Dana L. Ayers, Superintendent)
- H. [Needs Based Grant Application – Middle School](#) (Dr. Dana L. Ayers, Superintendent)
- I. [Access Controls for CVES – MSS Bid](#) (Jake Buchanan, Deputy Superintendent)
- J. [VI Instructor MOU for 2024-2025](#) (Jake Buchanan, Deputy Superintendent)

- K. [Beautifully Intertwined Contract Renewal](#) (Jake Buchanan, Deputy Superintendent)
- L. [Physical Therapy Contract Renewal](#) (Jake Buchanan, Deputy Superintendent)
- M. [Blue Ridge Early College Roof Proposal](#) (Jake Buchanan, Assistant Superintendent)
- N. Policy Updates (Jake Buchanan, Deputy Superintendent)
 - 1. [Interim Title IX Discrimination – Prohibited Conduct and Reporting Process \(1725/4035/7236\)](#)
 - 2. [Interim Title IX Sex Discrimination Grievance Process \(1726/4036/7237\)](#)
- O. Field Trips (Dr. Dana L. Ayers, Superintendent)
 - 1. [FES, Grade 5 – Blue Ridge Assembly, Black Mountain, NC, 09-25-24 to 09-27-24. TT9550.](#)

VII. CLOSED SESSION – Pursuant to G.S. 143.318.11 for the following purposes: under subsection; (a) (1) to prevent the disclosure of privileged or confidential personnel information pursuant to G.S. 115C-319-321 and (a) (3) to discuss matters protected by the attorney-client privilege.

VIII. PERSONNEL ACTION AGENDA

Announcements:

The next regularly scheduled business meeting of the Board of Education is September 24, 2024, at 6:00 p.m., in the Cafeteria at Blue Ridge School and Early College, 95 Bobcat Drive, Cashiers, NC.

IX. ADJOURNMENT

**Jackson County Board of Education
Minutes of Regular Meeting
Sylva, North Carolina**

398 Hospital Road, Sylva

July 23, 2024

6:00 p.m.

The Jackson County Board of Education held their regular session on Tuesday, July 23, 2024, at 6:00 p.m., at the Board of Education Administrative Office Boardroom, 398 Hospital Road, Sylva, North Carolina. The following members were present:

Wes Jamison, Vice Chairperson
Abigail Clayton
Dr. Lynn Dillard
Gayle Woody

The following board member was present via telephone and/or online platform:

Kim Moore

Also present were Dr. Dana L. Ayers, Superintendent; Jacob Buchanan, Deputy Superintendent; Teri Walawender, Director of Human Resources; Ashley Leonard, School Board Attorney; and Cora Fields, Board Assistant.

CALL TO ORDER

Acting Chairperson Wes Jamison called the business meeting to order.

Mr. Jamison led the Pledge of Allegiance.

SIGNING OF THE CODE OF ETHICS

Board Members Wes Jamison, Abigail Clayton, Dr. Lynn Dillard, and Gayle Woody signed the Code of Ethics.

APPROVAL OF AGENDA

Upon a motion by Mrs. Abigail Clayton and seconded by Mrs. Kim Moore, the board voted unanimously to approve the Agenda.

ELECTION OF OFFICERS

Board Attorney, Ashley Leonard instructed the board members on the procedures for the election of Board of Education officers. Ms. Leonard informed the board that the terms for the chair and vice-chair are for a two-year period. The election of officers will take place at the regularly scheduled July meeting of the board on even numbered years corresponding with the non-partisan elections held at the time of the primary.

Action: Upon a motion by Mrs. Abigail Clayton, the board unanimously voted to elect Mr. Wes Jamison as board chair until the organizational meeting following the next school board election in 2026.

Action: Upon a motion by Dr. Lynn Dillard, the board unanimously voted to elect Mrs. Abigail Clayton as board vice chair until the organizational meeting following the next school board election in 2026.

CONSENT ACTION AGENDA

Action: Upon a motion by Mrs. Abigail Clayton and seconded by Mrs. Kim Moore, the board unanimously approved the consent action agenda:

- A. Open Session Minutes of Regular Meeting of June 25, 2024.
- B. Open Session Minutes of Work Session on July 10, 2024.

INFORMATION AGENDA

- A. **Agenda Item:** Superintendent's Report
Presenter: Dr. Dana L. Ayers, Superintendent

Dr. Ayers reported on the following:

- 1. We are about three weeks away from the first student day of school and so much is happening. Our staff return on August 5th and students on August 14th. But before those days is the much-anticipated Back to School Bash. This is our third year of the event serving our community. WRGC will be broadcasting live and FREE haircuts, sports physicals, bookbags, school supplies, school vaccinations, lunch and much more are available. The Bash is Saturday, August 3rd from 10:00-2:00 at the Cullowhee Recreation Center. The Bash will take place, rain or shine, and there is a plan in place for inclement weather. I hope to see you there!
- 2. This week we are holding summer leadership training meetings with all directors, principals, and assistant principals. These meetings are crucial as we prepare and set the tone for the upcoming school year. One of the focus areas we are working on is the revision and creation of a new strategic plan. Our team is working diligently to create a district plan that highlights our mission to Engage, Enlighten and Enrich. We believe in this and want to ensure that our practices, curriculum, involvement, and messaging portray this mission. We will bring this new strategic plan to the board in August.
- 3. Our student-athletes across the district are busy with summer workouts, team building experiences and even community service activities. I am happy to see these fine student-athletes perform on the fields, courts or track this year. I am also eager to address some of our athletic needs on our priority list. The need for a track at SMHS for all our JCPS student-athletes to use is critical as well as lights for our ballfields on campus and in Webster. Mr. Buchanan and I are working to make these needs a reality.
- 4. A huge thank you to our Jackson County Board of Commissioners for unanimously voting on Tuesday, July 16th to move forward with our Fairview cafeteria and classrooms project. This means a new cafeteria and six classrooms will be added to the campus. Our team will be meeting next week with the county manager to determine the next steps.

5. Other exciting news we received today is that Blue Ridge Health will be providing in-person services at Blue Ridge School and Early College for two days each week for the upcoming year. This will provide health services to our students on campus just as we do at Fairview and SMHS. Huge thanks to Blue Ridge Health for making this happen!
6. Finally, I am proud and eager about the possibility of JROTC at SMHS. There are several aspects of this that are in progress, but I am confident it will happen in the very near future. SMHS has already identified space for that program too. More details to follow as soon as I receive confirmation and solidify the date of implementation. I believe this will be a wonderful avenue to offer our students something more!
7. The summer, though not over yet, is waning. Just know that the work that occurs during the summer is absolutely significant to ensuring the success of our students.

B. Agenda Item: Infinite Campus Update

Presenter: Mr. Adam Holt, Testing and Accountability Director

Mr. Holt presented information about the transition to the new Student Information System - Infinite Campus. JCPS was selected to be one of the districts in the first phase of implementation across the state.

C. Agenda Item: Preliminary List of Student Support Organizations for 2024-2025

Presenter: Mr. Jake Buchanan, Deputy Superintendent

Mr. Buchanan presented the preliminary list of Student Support Organizations for the 2024-2025 school year. This list will be updated as these organizations are established.

D. Agenda Item: Curriculum Update

Presenter: Mrs. Angie Dills, Assistant Superintendent of Curriculum

Mrs. Dills provided the board with an update on curriculum and instruction. She informed the board that new Science standards will be implemented for 2024-2025; Math and ELA will undergo revision through the state in the next year; SBE approved computer science requirements for Grade 9 starting in 2026-2027; Fall 2024 - Students with a weighted GPA of 2.8 and above will be able to apply to six UNC schools with guaranteed admission; JCPS will be audited in CTE, Civil Rights, Consolidated Federal Programs and AiG Plan; a Parent Bill of Rights link has been established on the JCPS website for Parent's Guide to Student Achievement; all 8th grade students will take Earth Science next year; JCPS staff will be discussing standards to be used for acceleration in all Advance math 4th-8th grade settings, with new math book resources implemented in the Fall of 2024; Professional Development plans are being finalized for scheduled PD days in October and March; and new LTRS Cohort will begin Volume 1 this school year.

OPEN SESSION FOR PUBLIC COMMENTS

None.

ACTION AGENDA

A. Agenda Item: MOA School Resource Officers 2024-2025

Presenter: Dr. Dana L. Ayers, Superintendent

Dr. Ayers informed the board that the School Resource Officer MOU for 2024-2025 will be moved to the August agenda for action.

Action: *No Action Taken.*

B. Agenda Item: Extension of Wit and Wisdom Student Materials

Presenter: Mrs. Laura Dills, Director of Federal Programs

Mrs. Dills presented the Great Minds quote for additional instructional materials and asked for board approval.

Action: *Upon a motion by Mrs. Abigail Clayton and seconded by Mrs. Gayle Woody, the board voted unanimously to approve the purchase of Wit and Wisdom student materials.*

C. Agenda Item: JCPS and SCC MOU for 2024-2025

Presenter: Angie Dills, Assistant Superintendent of Curriculum

Mrs. Dills presented the Memorandum of Understanding between JCPS and SCC for 2024-2025 and asked for board approval.

Action: *Upon a motion by Mrs. Gayle Woody and seconded by Mrs. Abigail Clayton, the board voted unanimously to approve the MOU between JCPS and SCC for 2024-2025.*

D. Agenda Item: Student Handbook and Code of Conduct for 2024-2025

Presenter: Angie Dills, Assistant Superintendent of Curriculum

Mrs. Dills presented the updated Student Handbook and Code of Conduct for 2024-2025 and asked for board approval.

Action: *Upon a motion by Mrs. Abigail Clayton and seconded by Mrs. Kim Moore, the board voted unanimously to approve the Student Handbook and Code of Conduct for 2024-2025.*

E. Agenda Item: Naming the SMHS Basketball Court

Presenter: Dr. Dana L. Ayers, Superintendent

Dr. Ayers presented a request from Smoky Mountain High School administration to name the SMHS Basketball Court in honor of Cindi Saltz Simmons asked for board approval.

Action: *Upon a motion by Mrs. Gayle Woody and seconded by Mrs. Abigail Clayton, the board voted unanimously to approve the naming of the SMHS Basketball Court after Cindi Saltz Simmons.*

F. Agenda Item: Review Construction Priority List

Presenter: Dr. Dana L. Ayers, Superintendent

Dr. Ayers presented the construction priority list. The board discussed the existing construction priority list and the maintenance cycles for roof maintenance, inspections, and cleanings. JCPS will submit a Needs Based Grant application this cycle for the middle school project on the list.

Action: *No Action Taken.*

G. Agenda Item: Purchase of Playground at Smokey Mountain Elementary School

Presenter: Mr. Jake Buchanan, Deputy Superintendent

Mr. Buchanan presented the bid for the purchase of a playground at Smokey Mountain Elementary School and asked for board approval.

Action: *Upon a motion by Mrs. Abigail Clayton and seconded by Mrs. Gayle Woody, the board voted unanimously to approve the purchase of a playground at SMES.*

H. Agenda Item: Policy Updates

Presenter: Mr. Jake Buchanan, Deputy Superintendent

Updates:

1. Board Member Technology Use (2127)
2. Foreign Exchange Students (4140)

Rescind:

1. Foreign Exchange Student Program (3630/4160)

Mr. Buchanan presented the updates to the above-listed policies and the rescission of one policy listed above and asked for board approval.

Action: *Upon a motion by Mrs. Gayle Woody and seconded by Mrs. Abigail Clayton, the board voted unanimously to approve the above-listed policy updates and rescission.*

CLOSED SESSION

The board unanimously approved a motion by Mrs. Abigail Clayton and seconded by Mrs. Kim Moore, to enter into closed session pursuant to G.S. 143.318.11 for the following purposes: under subsection; (a) (1) to prevent the disclosure of privileged or confidential personnel information pursuant to G.S. 115C-319-32 and (a) (3) to discuss matters protected by attorney-client privilege.

Upon a motion by Mrs. Abigail Clayton and seconded by Mrs. Kim Moore, the board voted unanimously to return to open session.

OPEN SESSION

Action: *Upon a motion by Mrs. Abigail Clayton and seconded by Mrs. Kim Moore, the board unanimously approved the consent action agenda:*

A. Closed Session Minutes of Regular Meeting of June 25, 2024.

PERSONNEL ACTION AGENDA

Action: *Upon a motion made by Mrs. Gayle Woody and seconded by Mrs. Abigail Clayton the board voted to approve the personnel agenda as recommended by Dr. Dana L. Ayers. The board unanimously approved the following recommendations:*

Employee Recommendations:

1. Bell, Tasha – Teacher, SMES
2. Bryson, Kim – District MS Assistant Athletic Director, District-wide/SMHS
3. Bunch, Reagan – Teacher, BREC
4. Cloutier, Rhonda – Student Data Manager, BREC/BRS
5. Conlin, Sharon – District MS Assistant Athletic Director, District-wide/SMHS
6. Cosenza, Tracy – Teacher, CVES
7. Crisp, Meredith – Instructional Math Coach, SMES
8. Cunningham, Brittney – EC Teacher Assistant and Afterschool Director, CVES
9. Daggs, Kevin – Teacher, CVES
10. Ensley, Cynthia – Assistant Principal, SMHS
11. Forsythe, Jennifer – Student Support Services Director, Central Office
12. Gilliam, Mallory – Afterschool Assistant, FES
13. Goshorn, Dana – Teacher, SMHS
14. Gribble, Corina - District MS Assistant Athletic Director, District-wide/SMHS
15. Jamison, Samantha – Extended Employment Speech Language Pathologist, CVES and FES
16. Kelly, Melissa – EC Teacher Assistant, CVES
17. Larch, Catherine “Mindy” – EC Teacher Assistant, SMHS
18. McAbee, Dustin - Drivers Education Instructor, Bus Garage
19. Montgomery, Dalton – Teacher, CVES
20. Potthoff, Allison – School Nutrition Assistant, FES
21. Reed, Erin – EC Teacher, FES
22. Rhymer, Kendall – EC Bus Monitor, CVES
23. Smith, Ailey – Teacher and Athletic Director, CVES
24. Smith, Jamie – Teacher, CVES
25. Smith, Theresa “Gina” – Custodian and Bus Driver, CVES
26. Sokolowski, Zoe – EC Teacher Assistant, SMHS
27. Tucker, Holly – EC Teacher Assistant, CVES
28. Vetter, Michael – HR Director, Central Office
29. Wagner, Geri – Teacher, CVES
30. Whaley, Alyssa – EC Teacher, SCES
31. Whisnant-Longanecker, Crystal – EC Teacher Assistant, SCES

Employee Resignations:

1. Alich, Daniel – Teacher, BREC
2. Clark, Jacqueline – EC Teacher Assistant, JCS
3. Daniels, Christina – Teacher, JCS
4. DeBord, April – EdTech Coach, District-wide
5. Flora, Kayla – Teacher, CVES
6. Harris, Donna – EC Teacher, CVES
7. Higgins, Molly – Teacher Assistant, SMES
8. Thompson, Robert Mark – Teacher, CVES

Special Requests – Leave of Absence:

1. Buchanan, Amanda – Teacher Assistant, SCES

Administrator Contract Renewals:

1. Buchanan, Jake

Staff, Non-Staff and Returning Coach Recommendations:

1. Fonseca, Amanda – Assistant Coach District MS Cheer Fall and Winter, District-wide/SMHS – New Staff
2. Mull, Ryan – Assistant Coach District MS Men’s Soccer, District-wide/SMHS – Returning Non-Staff
3. Murajda, Roger – Head Coach District MS Women’s Basketball, District-wide/SMHS – New Non-Staff
4. Nicholson, Amanda – Head Coach District MS Cheer Fall and Winter, District-wide/SMHS – New Staff – Returning Non-Staff

ANNOUNCEMENTS

The next regularly scheduled business meeting of the Board of Education is August 27, 2024, at 6:00 p.m., at the Board of Education Administrative Office, 398 Hospital Road, Sylva.

ADJOURNMENT

There being no objection, Chairman Wes Jamison adjourned the meeting at 8:12 p.m.

Wes Jamison, Chairman

Dr. Dana L. Ayers, Secretary

We welcome comments and interactions from students, parents, and members of the community. Please note, however, that this is a moderated discussion site and not a public forum for the discussion of any and all subjects. All comments are subject to review by the JCPS Communications Department. While comments will not be edited or screened for viewpoint, JCPS reserves the right to remove any comment that includes any of the following:

- *Points unrelated to the purpose and subject of the main post.* All comments to any particular post should be relevant to that post. Commenters who wish to offer input on school system matters not addressed on our Facebook page are encouraged to contact the school or central office administration, as appropriate, or to sign up to offer public comment at a regular business meeting of the Board of Education.
- *Complaints, concerns, or confidential information about individual students or employees.* To protect the privacy and due process rights of our students and employees, JCPS handles complaints and concerns about specific persons confidentially. Questions or concerns about specific students should generally be referred in the first instance to the student's teacher or a school administrator. Questions or concerns about specific employees should generally be referred in the first instance to the school principal or other supervisor. Other policies may apply in specific circumstances.
- *Advertising or promotional materials.*
- *Copyrighted material posted without the express consent of the copyright holder.*
- *Comments that do not comport with reasonable standards of civility and decorum (see below).*
- *Words that constitute a criminal act or that solicit others to commit a criminal act.*
- *Fraud or defamation.*
- *Personally abusive language that is inherently likely to provoke a violent response.*
- *Words that present a grave and imminent threat to any person's health or safety.*
- *Threats of violence.*
- *Any illegal content.*

Comments that do not meet reasonable standards of civility of decorum may be removed. Commenters are reminded that these are social media pages for a public school system and that students - most of whom are impressionable minors - are one of its main intended audiences. Students check the JCPS Facebook page frequently for important information about school events and activities and should not be exposed to comments that are likely to cause them emotional distress or that would be inappropriate in the school environment. In particular, commenters are expected to refrain entirely from profanity, personal insults, and personal attacks against any person.

Please note that JCPS has multiple social media pages and each platform has its own rules and standards with which all users must comply. In addition to having their comments removed, commenters who violate these rules and standards may be reported to the respective platform for further action.

Disclaimer

Jackson County Public Schools is not responsible for and does not endorse or oppose any points made by commenters on its social media pages. Commenters are solely responsible for their own comments and are urged to exercise good judgment, including but not limited to the rules and expectations set out above.

MEMORANDUM OF UNDERSTANDING

High School Name (“School”): Smoky Mountain High School

Local Education Agency (“LEA”): Jackson County Schools

FOR THE COLLEGE ADVISING CORPS

This Memorandum sets forth the relationship between Appalachian State University (“University”) and, the partner LEA and School listed above to establish, promote, implement and evaluate the University’s College Advising Corps program (“CAC”), which places a CAC adviser (“CAC Adviser” or “Member”) at the School. Funding for CAC is provided by multiple entities including but not limited to the Belk Foundation, AmeriCorps, GEAR UP, Appalachian State University, and the NC General Assembly.

I. PROGRAM PURPOSE, DESIGN, AND GOAL

The University’s CAC, within University’s College Access Partnerships Office, places its recent graduates as college advisors in high schools in western North Carolina. These advisors work in collaboration with school counselors, teachers and administrators to increase college-going rates in the schools they serve. The CAC Advisers provide assistance to students in the following areas: (1) admissions and financial aid advising to students and their families through one-on-one and group sessions that help students identify colleges that will serve their interests and abilities; (2) completing admissions and financial aid applications; and (2) enrolling successfully at the schools students choose to attend. The CAC goal is to increase the number of low-income, first generation and underrepresented students entering and completing higher education. To achieve this goal, the University CAC seeks to foster strong and mutually rewarding collaborations with the LEA, its high school(s) and the high schools administrators and teachers.

II. MUTUAL RESPONSIBILITIES OF THE UNIVERSITY AND THE SCHOOL

- a. Work collaboratively to develop and implement CAC programs, training and services that (1) foster access to postsecondary education and (2) include all students who express a desire to participate and who work in good faith to do so.
- b. Work collaboratively to (1) outline school-based efforts to foster access to postsecondary education; (2) review and evaluate the CAC programs and services to ensure that they complement and extend existing School efforts; and (3) establish clear and mutually agreeable timelines for the implementation of the program.
- c. Treat the CAC Adviser as a professional, well-trained resource for students relating to college access and provide no more than eleven (11) days during the Academic Year for the CAC Adviser to attend CAC training and other activities. In the event of a disaster, AmeriCorps members may be deployed to provide aid. This

- deployment may not be counted toward the eleven (11) days that members may be off-site for training and other activities
- d. Agree to support the success of the CAC Adviser to allow them to: (1) work closely with school-level postsecondary leadership teams; (2) engage in frequent dialogue with School teams around strategic collaboration and to assess progress towards the goal; (3) reevaluate the CAC Adviser's work plan and adjust as appropriate on a regular basis; and (4) evaluate the CAC Adviser twice annually (at mid-term and the end-of-term).
 - e. Agree to work collaboratively to address any issues or concerns with the program or the CAC Adviser as they may arise.
 - f. Subject at all times to the requirement in Section III(k), the parties agree to treat all student records as confidential to the extent required by applicable local, state or federal laws and School/LEA policies. All results of data analysis must be reported in the aggregate and no individual student will be identified.
 - g. If requested by the national CAC office or AmeriCorps, agree to make certain records which are required or created for this relationship available for audit.

III. RESPONSIBILITIES OF THE UNIVERSITY

- a. Make reasonable efforts to recruit and enroll a CAC Adviser to serve the School for an average of forty (40) hours per week during the term beginning as early as July 8, 2024 and ending on June 6, 2025 ("the Academic Year"). In the event University is unable to fill the role of the CAC Adviser or the CAC Adviser separates from the University, the program will be on hold until a new advisor can be hired and placed at the School.
- b. Ensure that any CAC Adviser paid through the AmeriCorps grant shall at all times maintain the boundaries around the role, scope of work and responsibilities required for the member to perform their duties, as outlined further in the attached appendices (Appendix A – Appendix C).
- c. Provide appropriate and ongoing training, support and professional development to the CAC Adviser to fulfill their responsibilities.
- d. Provide appropriate funds (approximately \$2,000) to defray reasonable expenses associated with CAC programs, services and travel to and from training and required activities for the CAC Adviser.
- e. Maintain a program director who will: (1) supervise the CAC Adviser, meeting with them regularly to discuss service performance and develop strategies for improvement; (2) work closely with the on-site facilitator assigned by the School to ensure that the relationship between the University and the School is strong; and (3) be responsible for day-to-day program management with the School. At all times, the program director shall remain a University employee.
- f. Share relevant data and research results with the School, as the School may request.

- g. Seek funding that will sustain the CAC program at the School beyond the current term.
- h. Ensure the CAC Adviser is trained and understands their responsibility to comply with the requirements of the Family Educational Rights and Privacy Act (FERPA).
- i. The CAC Adviser shall be considered a “school official” for purposes of FERPA.
- j. The University and its employees shall abide by all applicable state and federal laws and School/LEA policies and procedures that are relevant to the program.
- k. LEA agrees that University shall have the right to share personally identifiable student records and information received through the course of providing services to the LEA/School under this MOU with the College Advising Corp (CAC) and third-party subcontractors that support evaluation of the CAC program. LEA or School shall gather and maintain all necessary consents required under applicable federal law, state law and LEA/School policies to ensure this data sharing is permitted. To the extent permitted by North Carolina law, LEA shall indemnify and hold University and its employees harmless from any claims, actions, judgments, expenses or other losses that may occur as a result of LEA or School’s failure to obtain such consent.
- l. Ensure that members display signage at the service site that indicate the presence of an AmeriCorps program and an AmeriCorps member. Ensure that members display the required AmeriCorps prohibited activities in their service space.

IV. RESPONSIBILITIES OF THE SCHOOL

- a. Maintain a welcoming and supportive environment to facilitate the collaboration between CAC programs and services with any and all college-access, admissions, or financial aid advising already present at the School.
- b. Provide reasonable access to student-level data (name, date of birth, year of graduation) to the University before the member begins service for the purposes of preparing advising and program evaluation.
- c. Understand and agree that the CAC Advisers are not employees of LEA or School for whom they are serving. School is not permitted to require or request CAC Adviser to fill other school roles or assist with other School responsibilities, ie. cafeteria duty or bus duty. In addition, School does not have the authority to terminate the CAC Adviser. If necessary to protect the health or safety of the School or its students, School may require the CAC Adviser to leave the School premises, provided that School shall immediately notify the Program Director of the concerns so that they may have an opportunity to resolve the issues.
- d. Assign a full-time staff member, preferably head guidance counselor, to serve as an on-site facilitator. The on-site facilitator should provide professional support for the CAC Adviser and certify timesheets by their due date, within one week of member timesheet submission, and provide any additional oversight as required, should teleservice become necessary (e.g. public health emergency). We ask that

on-site facilitators require that AmeriCorps prohibited activities are posted in an appropriate place within the AmeriCorps Member's work space. The on-site facilitator will (1) serve as the CAC Adviser's primary resource and advocate within the School, facilitating the CAC Adviser's integration into the life of the School, and providing appropriate advice and counsel; (2) work closely with the CAC program director to ensure that the relationship between the CAC Adviser and the School remains strong and that the CAC Adviser is effectively serving students and advancing the CAC goals; (3) meet with the School-level postsecondary leadership teams; and (4) serve as the main liaison between the School principal and the CAC program staff, meeting at least once a year to review the relationship and ensure program goals are being met.

- e. Provide the CAC Adviser with a comprehensive orientation, with introductions to key administrators, teachers and staff, as well as an overview of the history, mission and culture of the School. Provide the CAC Adviser with training covering all applicable LEA and School policies and procedures with which they are expected to comply.
- f. Provide adequate and dedicated working space, support services, office supplies, computer, printer and copier, fax machine and scanner, and telephone/internet access for the CAC Adviser to fulfill their duties at the School. Permit the CAC Adviser to use the School's cafeteria, parking lot, break rooms, lounges and other amenities appropriate for staff.
- g. Provide the CAC Adviser with access to student transcripts and schedules either electronically via Powerschool or in hard copy so that the CAC Adviser may effectively advise individual students.
- h. Agree not to share data provided to the School by the University with any third party or party external to the CAC relationship.
- i. School agrees to allow "AmeriCorps serving here" signage and AmeriCorps prohibited activities signage to be posted to fulfill the branding requirements of the AmeriCorps federal grant.
- j. Facilitate any program monitoring conducted by AmeriCorps, OIG, OSBM or VolunteerNC.
- k. Site supervisors should make every effort to retain their College Adviser and communicate proactively with program staff if there are challenges or concerns related to College Adviser retention.

V. PROGRAM EVALUATION

- a. While funding is the responsibility of the University, garnering continuing and new external funding to support the CAC requires support through program outcomes, assessment, effectiveness and evaluation. The School agrees to provide data for these purposes, both for baseline and ongoing program evaluation.

- b. Data required shall include the following: (1) first name, last name, middle initial and date of birth of all graduates for the three years preceding the first year of the CAC in the School; and (2) first name, last name, middle initial and date of birth of all graduates for each year during which a CAC member was placed in the School.
- c. In addition, the CAC Adviser collects and manages additional data at the School level and reports student interaction outcomes to the University and the national CAC office for the purpose of determining program effectiveness.
- d. The School will allow external researchers who are affiliated with the national CAC and/or Appalachian State University to conduct research relating to program evaluation and improvement. All School policies, procedures, and approvals will be followed, along with any necessary Institutional Review Board approvals for informed consent and confidentiality. The program director will serve as the primary contact between the School and the researcher.

VI. TERM, MODIFICATIONS AND TERMINATION

- a. This MOU shall be effective for one academic year, 2024 – 2025, subject to the availability of funding.
- b. This MOU constitutes the entire understanding between the parties and may be renewed or amended only by mutual agreement of the parties in writing signed by authorized representatives of both parties, provided funding is available to support the CAC.
- c. This MOU may be terminated with or without cause by either party by giving thirty (30) days' written notice to the other party.
- d. Neither party may assign, delegate or otherwise transfer any obligations under this MOU without the prior written consent of the other party.

VII. NOTICES

All notices required or desired to be given under this MOU shall be in writing and sent to the following:

School On-Site Facilitator (preferably a School Counselor):

Name: Joseph Robinson

Title: Principal

Phone Number: (828) 586-2177

E-mail: jrobinson@jcpsmail.org

Mailing address: 100 Smoky Mountain Dr, Sylva, NC 28779

School Data Contact:



Name: David Dalton
Title: Student Data Manager
Phone Number: (828) 586-2177
E-mail: ddalton@jcpsmail.org
Mailing address: 100 Smoky Mountain Dr, Sylva, NC 28779

District Contact:

Name: Angie Dills
Title: Assistant Superintendent of Curriculum and Instruction
Phone Number: (828) 586-2311 ext. 1954
E-mail: adills@jcpsmail.org
Mailing address: 398 Hospital Road, Sylva, NC 28779

In Process

University Contact:

Dr. James Beeler
Director, College
Access Partnerships
(828) 262-2297
beelerje@appstate.edu
u
Appalachian State University, ASU Box 32152, Boone, NC 28608

University Program Contact:

Gloria Medina
Program Director for the Appalachian College Advising Corps
(828) 262-6315
medinag1@appstate.edu
Appalachian State University, ASU Box 32152, Boone, NC 28608

Authorized Organizational Representative:

Neva J. Specht, Ph.D.
Provost
(828) 262-2070




Appalachian State University, B.B. Dougherty Admin. Bldg., Suite 207, Boone, NC
28608

VIII. MISCELLANEOUS

- a. This MOU does not and shall not be considered to create a partnership or joint venture between the School and the University. Neither party shall have the power to bind nor obligate the other, except as expressly provided herein.
- b. Neither party shall identify the other in any promotional advertising or other promotional materials or to use the name or marks of the other party including any trademarks, service marks, symbols, nicknames or logos for any purpose without the prior written consent of the other party.

We affirm that we have read and approved this MOU to establish a CAC program between University and School and are prepared to support all assurances and commitments contained herein.

Appalachian State University

By: DocuSigned by:
Dr. Neva Specht
E3B129D7729E458...

Printed Name: Neva J. Specht, Ph.D.

Title: Provost

Date: 8/19/2024

LEA:

By:

Printed Name: Angie Dills

Title: Assistant Superintendent of C & I

Date:



Appendix A: CAC Adviser/AmeriCorps Member Position Description

| | |
|--|---|
| Working Title | 2024-2025 College Advising Corps Adviser (Multiple Vacancies, in-person and hybrid options) |
| Location | CAC Advisors serve in high schools located throughout western North Carolina; This service site is located in Jackson County, NC |
| Position Number | N57655/N59483 |
| Department | College Access Partnerships - 240105 |
| Description of University | Appalachian State University, in North Carolina's Blue Ridge Mountains, prepares students to lead purposeful lives as global citizens who understand and engage their responsibilities in creating a sustainable future for all. The transformational Appalachian experience promotes a spirit of inclusion that brings people together in inspiring ways to acquire and create knowledge, to grow holistically, to act with passion and determination, and embrace diversity and difference. As one of 17 campuses in the University of North Carolina system, Appalachian enrolls about 19,000 students, has a low student-to-faculty ratio and offers more than 150 undergraduate and graduate majors. |
| Mission of Organization | College Advising Corps works to increase the number of low-income, first- generation college, and underrepresented high school students who enter and complete higher education. |
| Supervisor & Contact | Gloria Medina, Program Director, medinag1@appstate.edu Molly O'Donnell, Assistant Program Director, odonnellmg@appstate.edu Nathan Kosmicki, Assistant Program Director, kosmickine@appstate.edu Evelyn Graning, Site Facilitator, egraning@jcpsmail.org |
| Expectations | Please see the Member Service Agreement for detailed expectations of the role. |
| Qualifications for AmeriCorps Service | 1) US Citizenship or permanent residency status 2) High School or GED education 3) 17 years of age or older |
| Background Checks | Members must agree to participate in the following background checks, conducted via Fieldprint and Truescreen: National Sex Offender check, State criminal check, and FBI check |
| Minimum Qualifications for the Role | <ul style="list-style-type: none"> • Earned or will earn a bachelor's degree between June 2020 and June 2024 • Ability to work well with diverse populations • Strong desire to serve • Strong interest in learning and professional growth • High level of professionalism in all communications and interactions • Must be able to relocate to the service area and be involved in the surrounding community (in-person mode) OR be willing and able to travel to the assigned partner school site(s) on a regular schedule (to be determined by CAC@AppState Program Staff) for in-person service and events (hybrid mode). |

| | |
|----------------------------|---|
| Essential Functions | <p>The College Advising Corps is a national nonprofit that partners with colleges and community-based organizations to increase the post-secondary enrollment for low-income, first-generation, and underrepresented students nationwide. For more information about the mission and history of the College Advising Corps, please visit https://advisingcorps.org.</p> <p>The College Advising Corps at Appalachian State seeks to hire recent graduates to serve as college advisers in high schools throughout western North Carolina. As members of a national movement, College Advising Corps at Appalachian State advisers will help students in rural, underserved Appalachian communities realize their dreams of achieving post-secondary education.</p> <p>Regular responsibilities may include, but are not limited to:</p> |
|----------------------------|---|

In Process



- Assist senior students with the development of post-graduation plans, including workforce entry, trade or technical school enrollment, 2-year or 4-year college enrollment, or military enlistment
- Provide one-on-one admissions and financial aid advisement to any student or family seeking assistance
- Encourage students to consider a broad range of appropriate post-secondary choices and assist them in developing a comprehensive list of good fit and match options
- Help students and families complete and submit admissions and financial aid applications
- Offer a variety of workshops, presentations, and events to promote a college-going culture and inform students and families about important college access information
- Engage families and mentors in support of their students' post-secondary process when possible
- Participate in activities, attending events, and interacting with the school and community in an effort to build trust and relationships
- Collaborate with the CAC@AppState Program Staff and partner school personnel to fuel a school-wide college-going culture
- Record up-to-date service activity data using the College Advising Corps' web-based database system, GRACE (training provided)
- Submit weekly progress reports to the CAC@AppState Program Staff documenting progress and outputs
- Establish productive working relationships with principals, counselors, teachers, and other student support staff in partner high school(s)
- Actively seek the advice and counsel of the on-site liaison at partner high school and the CAC@AppState Program Staff in order to provide student and family services most effectively
- Develop expertise in admissions and financial aid advising
- Participate fully in pre- and in-service training
- In consultation with the CAC@AppState Program Staff, seek out and participate in other opportunities for professional development
- Create resources for the larger advising team, including (but not limited to): social media templates, graphics & videos, advising resources, financial aid resources, scholarship guides, newsletters, event planning guides, etc.
- Assist CAC@AppState Program Staff with the development and facilitation of adviser preservice and in-service trainings
- Represent the College Advising Corps at Appalachian State program appropriately at all times

College Advising Corps at Appalachian State advisers:

- Report to Appalachian State based program staff, as well as high school-based on-site facilitator
- Participate in 4-week training during the summer and ongoing professional development throughout the school year
- Commit to one academic year (11 months) of service with preferred two-year commitment if mutually agreed upon by the program staff and the adviser

College Access Partnerships is a department within the Reich College of Education. The RCOE is committed to seeking and sustaining a culturally and ethnically diverse University community that is inclusive of all individuals and groups. Successful candidates will demonstrate leadership and innovation in advancing diversity and dedication to recruiting and serving students with diverse needs, backgrounds, ethnicities, abilities, and other distinct characteristics in respectful, sensitive, and understanding ways.



College Advising Corps

Appalachian State University



AmeriCorps
North Carolina

| | |
|---|--|
| Preferred Qualifications | <ul style="list-style-type: none"> • Experience working with high school aged youth • Experience managing large projects and working in teams • Background in community service • Leadership experience <p>Priority given to graduates of Appalachian State University during the initial application review process</p> <ul style="list-style-type: none"> • Proficiency in languages other than English |
| Service Schedule/Hours | <p>Monday-Friday.</p> <p>Daily hours follow the partner high school's expected schedule for faculty and staff; some nights and weekends required. Average of 42.5 hours/week, including teacher workdays, and some school holidays.</p> <p>Advisers work towards a set number of service hours (1700) as AmeriCorps members. Advisers are provided resources to track and plan for service hour completion. Segal Education Award in the amount of \$7,395 (or current Pell Grant award amount) provided for successful completion of service requirement.</p> |
| Number of Hours Per Week | 40 hours/week for 11 month period. Advisers typically serve for 2 years. |
| Number of Months Per Year | 11 |
| Mandatory Staff | No |
| Physical Demands of Position | Ability to move 40 lbs., with or without reasonable accommodation; ability to drive in a car for extended periods of time. |
| Hiring Range | \$30,000-\$37,400 |
| AmeriCorps Benefits | Health insurance available upon request. AmeriCorps members may choose to defer their educational loans. Members are eligible for a \$7,395 education award when they successfully complete 1700 hours of service. Members may be eligible for childcare assistance through AmeriCorps, if applicable. AmeriCorps provides ongoing professional development. AmeriCorps Alumni may be eligible for benefits associated with Schools of National Service. |
| Disability Accommodation Information | Individuals with disabilities may request accommodations in the application process by contacting Maranda Maxey, ADA/504 Coordinator, at 828-262-3056 or maxeymr@appstate.edu. |



| | |
|-----------------------------------|---|
| AA/EEO Statement | Appalachian State University is an Affirmative Action/Equal Opportunity Employer. The University does not discriminate in access to its educational programs and activities, or with respect to hiring or the terms and conditions of employment, on the basis of race, color, national origin, religion, sex, gender identity and expression, political affiliation, age, disability, veteran status, genetic information or sexual orientation. |
| Background Check Statement | Any offer of employment to a successful candidate will be conditioned upon the University's receipt of a satisfactory criminal background report. |
| Eligibility for Employment | Proper documentation of identity and eligibility for employment will be required before the hiring process can be completed. |

| | |
|---|--|
| Diversity and Inclusion at Appalachian | Appalachian State University is committed to developing and allocating resources to the fundamental task of creating a diverse campus culture. We value diversity as the expression of human similarities and differences, as well as the importance of a living and learning environment conducive to knowledge, respect, acceptance, understanding and global awareness. Learn more at http://diversity.appstate.edu . |
|---|--|

Appendix B: AmeriCorps Member Prohibited Activities

45 CFR §2520.65

§ 2520.65 What activities are prohibited in AmeriCorps subtitle C programs?

(a) While charging time to the AmeriCorps program, accumulating service or training hours, or otherwise performing activities supported by the AmeriCorps program or the Corporation, staff and members may not engage in the following activities:

- (1) Attempting to influence legislation;
- (2) Organizing or engaging in protests, petitions, boycotts, or strikes;
- (3) Assisting, promoting, or deterring union organizing;
- (4) Impairing existing contracts for services or collective bargaining agreements;
- (5) Engaging in partisan political activities, or other activities designed to influence the outcome of an election to any public office;
- (6) Participating in, or endorsing, events or activities that are likely to include advocacy for or against political parties, political platforms, political candidates, proposed legislation, or elected officials;
- (7) Engaging in religious instruction, conducting worship services, providing instruction as part of a program that includes mandatory religious instruction or worship, constructing or operating facilities devoted to religious instruction or worship, maintaining facilities primarily or inherently devoted to religious instruction or worship, or engaging in any form of religious proselytization;
- (8) Providing a direct benefit to -
 - (i) A business organized for profit;
 - (ii) A labor union;
 - (iii) A partisan political organization;
 - (iv) A nonprofit organization that fails to comply with the restrictions contained in section 501(c)(3) of the Internal Revenue Code of 1986 except that nothing in this section shall be construed to prevent participants from engaging in advocacy activities undertaken at their own initiative;

- (v) An organization engaged in the religious activities described in [paragraph \(g\)](#) of this section, unless Corporation assistance is not used to support those religious activities; and
 - (9) Conducting a voter registration drive or using Corporation funds to conduct a voter registration drive;
 - (10) Providing abortion services or referrals for receipt of such services; and
 - (11) Such other activities as the Corporation may prohibit.
- (b) Individuals may exercise their rights as private citizens and may participate in the activities listed above on their initiative, on non-AmeriCorps time, and using non-Corporation funds. Individuals should not wear the AmeriCorps logo while doing so.

Appendix C: Additional Appalachian State University/AmeriCorps Policies

As an AmeriCorps program, the University's College Advising Corp program agrees to adhere to applicable AmeriCorps policies, as outlined in 45 CFR § 2500.

1. AmeriCorps Policies: Nonduplication & Nondisplacement

Nonduplication

AmeriCorps members may not be used to duplicate an activity that is already available in the local community.

Nondisplacement (of School/District Staff)

AmeriCorps members may not displace an employee or position, including partial displacement as reduction in hours, wages, or employment benefits. Per the AmeriCorps policy, AmeriCorps members, "...may not perform any services or duties or engage in activities that would otherwise be performed by an employee as part of the assigned duties of such employee."

2. Equal Opportunity

University and AmeriCorps provide equal employment opportunities to all employees and applicants for employment, without regard to race, color, gender, religion, sexual orientation, national origin, age, gender identity or expression, political affiliation, marital or parental status, genetic information, military service or disability in accordance with applicable federal, state and local laws. This policy applies to all terms and conditions of employment, including but not limited to hiring, placement, promotion, termination, layoff, recall, transfer, leave of absence, compensation, and training.

All Advising Corps Members will be selected on the basis of their experience, qualifications, and their perceived ability to successfully perform the service of an AmeriCorps member. All members must meet the minimum qualifications as outlined in the application and be able to perform the essential functions of an Advising Corps Member. Program staff will review applications and conduct background checks. Site supervisors may review applications, and share their preferences of candidates with the program director based on the needs of the school. However, the program director will have the final authority in determining whether an individual will be accepted into the AmeriCorps program.

Ideal candidates will have a strong interest in community service and enrichment, as well as a desire to improve higher education access in North Carolina. All candidates who are offered a position as a CAC Adviser/ AmeriCorp Member agree to authorize University to conduct a national and state criminal and civil history and sex offender registry check. Appalachian CAC reserves the right to withhold or withdraw an offer of service to a candidate pending the outcome of the completed criminal history check.

From App State Policy 108, Equal Opportunity, see here:
https://policy.appstate.edu/Equal_Opportunity

3. Disability

AmeriCorps encourages individuals with disabilities to participate as national service providers through the AmeriCorps programs. AmeriCorps prohibits any form of discrimination against persons with disabilities in recruitment, as well as in service. Under Federal law, any program receiving Federal funds is required to comply with the requirements of the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

No qualified individual with a disability shall, by reason of disability, be excluded from participation in or be denied the benefits of the program, services, or activities of the program, or be subjected to discrimination by the program. Nor shall the program exclude or otherwise deny equal services, programs, or activities to an individual because of the known disability of an individual with whom the individual is known to have a relationship or association. According to the ADA, the term "disability" means, with respect to an individual, a physical or mental impairment that substantially limits one or more of the individual's major life activities, a record of having such an impairment, or being regarded as having such an impairment. "Major life activities" means functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

A "qualified individual with a disability" is an individual with a disability who with or without reasonable accommodations meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the program. Reasonable accommodations may include modifying rules, policies, or practices; the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services.

The program shall make reasonable accommodations in policies, practices, or procedures when the accommodations are necessary to avoid discrimination on the basis of disability, unless the program can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity, and/or impose an "undue hardship." A reasonable accommodation may include: making facilities readily accessible to and usable by individuals with disabilities; job restructuring; part-time or modified schedules; acquisition or modification of equipment or devices, training materials or policies; etc.

Confidentiality of Disability Information

Information provided regarding her/his disability, by a potential or current Advising Corps Member shall be kept confidential, except that appropriate supervisors, managers, and safety and health personnel may be informed regarding any restrictions in service duties or necessary accommodations. Government personnel may be provided information in compliance with various laws and regulations.

Self-Identification

A potential or current Advising Corps Member with a disability is not required to disclose information about any physical or mental limitations, whether or not they believe it will interfere with their capability to perform the essential functions of the position sought or held. If the Advising Corps Member would like, however, for Appalachian CAC to consider any special arrangements to accommodate a physical or mental impairment, they may identify that impairment, describe the functional limitations that result from that impairment, and suggest the type of accommodation that they believe would be appropriate. Medical verification of the condition may be requested by Appalachian CAC for the Advising Corps Member to be protected under the ADA.

Program Review Process

Upon receipt/notification of the request for a reasonable accommodation, the program shall immediately initiate the process for review of the request. The program will expedite the process in a prompt and efficient manner. If the program approves the reasonable accommodation, the accommodation should be provided within a reasonable amount of time.

AmeriCorps may provide financial assistance for an organization to provide a reasonable accommodation for a member if the organization is unable to afford the accommodations required



by the Advising Corps Member. The Program Director may request financial assistance from VolunteerNC who will forward the request to the regional AmeriCorps Program Officer.

In Process

Internal Bank of America Audits

4th Quarter, FYE 06-30-24

Internal Audits are done monthly on selected Bank of America cardholders and reported quarterly to the Board of Education. These look at transactions made using the Jackson County Public Schools purchase card. This audit covers the time period of April-June. All card managers follow the same processes and are audited using the same rubric.

Random transactions are selected from the Bank of America statement. A review of all documentation for the transaction is conducted in these areas: proper code, proper support, proper approval, correct math, sales tax purchase order and received signature, does the purchase agree to the statement charge, and is all documentation scanned into the financial shared drive.

For each transaction pulled and reviewed in each area listed above, results are then recorded and passed to the finance officer for review. The finance officer then shares the findings with each card manager.

In this audit there were no findings (fraud, legal noncompliance, improper use of funds). All comments were discussed and corrections made where appropriate. Finance continues to follow up and train. Copies of the audit report are kept for review in Finance.

Overall, the purchase card program appears to be in good condition with no findings.

Kristie Walker, CFO

Internal School Audits

4th Quarter, FYE 06-30-24

Internal Audits are done quarterly for all 9 schools. These look at financial information in School Funds Online (SFO) for monies managed at the school level. This audit covers the time period of April-June 2024 (Q4). All of the 9 schools follow the same processes and are audited using the same rubric.

The SFO system randomly picks a sample of both receipts and disbursements for review in these areas: proper code, proper support, proper approval, correct math, sales tax purchase order and received signature, does the check or deposit agree to the bank statement, and is all documentation scanned into the financial software.

For each school, the transactions pulled and reviewed in each area listed above. The results are then recorded and passed to the finance officer for review. The finance officer then shares the findings with each school administrator and bookkeeper.

In this audit there were no findings (fraud, legal noncompliance, improper use of funds). All comments were discussed with bookkeepers and corrections made where appropriate. Finance continues to follow up and train. Copies of the audit report were provided to the school administrator and bookkeepers.

Overall, the school accounts appear to be in good condition with no findings.

Kristie Walker, CFO

UNAUDITED FINANCIAL SUMMARY AUGUST 2024

| Fund | Fund Description | Beginning Budget/Beg | BJE | Current Budget/Balance | Year-to-Date Exp/Rev | PO's & | Remaining Balance | Percent Spent |
|------|-----------------------------|------------------------|---------------|------------------------|-----------------------|--------------------------|------------------------|---------------|
| | | Balance | | | | Encumbrances Outstanding | | |
| 1 | STATE PUBLIC SCHOOL FUND | \$28,250,201.00 | \$0.00 | \$28,250,201.00 | \$985,697.91 | \$135,564.21 | \$27,128,938.88 | 3.97% |
| 2 | LOCAL FUNDS | \$11,542,861.00 | \$0.00 | \$11,542,861.00 | \$1,148,561.80 | \$119,583.31 | \$10,274,715.89 | 10.99% |
| 3 | FEDERAL GRANT FUND | | | | \$194,519.39 | \$95,843.61 | | |
| 4 | THE CAPITAL OUTLAY FUND | \$5,626,990.00 | \$0.00 | \$5,626,990.00 | \$197,808.90 | \$438,159.36 | \$4,991,021.74 | 11.30% |
| 5 | CHILD NUTRITION FUND | \$3,701,290.00 | \$0.00 | \$3,701,290.00 | \$113,873.07 | \$105,703.40 | \$3,481,713.53 | 5.93% |
| 6 | TRUST AND AGENCY FUND | | | | | | | |
| 8 | OTHER SPECIFIC REVENUE FUND | \$3,924,438.00 | \$0.00 | \$3,924,438.00 | \$177,303.73 | \$199,475.44 | \$3,547,658.83 | 9.60% |
| | Grand Total | \$53,045,780.00 | \$0.00 | \$53,045,780.00 | \$2,817,764.80 | \$1,094,329.33 | \$49,133,685.87 | 7.37% |

This information is contingent upon Board Approval of the 2025 Budget Resolution
Currently, the blue section shows that spending is within the limits of the Interim Budget Resolution

UNAUDITED FINANCIAL SUMMARY AUGUST 2023

| Fund | Year-to-Date Exp/Rev |
|--------------------|--|
| 1 | STATE PUBLIC SCHOOL FUND \$801,100.08 |
| 2 | LOCAL FUNDS \$597,751.81 |
| 3 | FEDERAL GRANT FUND \$361,222.29 |
| 4 | THE CAPITAL OUTLAY FUND \$130,623.37 |
| 5 | CHILD NUTRITION FUND \$96,211.64 |
| 6 | TRUST AND AGENCY FUND |
| 8 | OTHER SPECIFIC REVENUE FUND \$149,685.17 |
| Grand Total | \$2,136,594.36 |

FOR COMPARISON ONLY

BUDGET RESOLUTION
2024-2025

BE IT RESOLVED by the Board of Education of Jackson County School Administrative Unit:

Section 1-

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, 2024, and ending June 30, 2025:

| Fund 1 | 1 digit Purp | 1 digit Purp Desc | Beginning Budget |
|--|--------------|------------------------------|------------------|
| State Public School Funds | 5XXX | Instructional Services | \$24,880,116 |
| | 6XXX | System-Wide Support Services | \$3,325,085 |
| | 7XXX | Ancillary Services | \$45,000 |
| Total State Public School Fund Appropriation | | | \$28,250,201 |

Section 2-

The following revenues are estimated to be available to the State Public School Fund for the fiscal year beginning July 1, 2024, and ending June 30, 2025:

| | | |
|-------------------|------|--------------|
| Total State Funds | 3100 | \$28,250,201 |
|-------------------|------|--------------|

Section 3-

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, 2024, and ending June 30, 2025:

| Fund 2 | 1 digit Purp | 1 digit Purp Desc | Beginning Budget |
|--|--------------|------------------------------|------------------|
| Local Current Expense Fund | 5XXX | Instructional Services | \$4,987,967 |
| | 6XXX | System-Wide Support Services | \$5,372,299 |
| | 7XXX | Ancillary Services | \$142,595 |
| | 8XXX | Non-Programmed Charges | \$1,040,000 |
| Total Local Current Expense Fund Appropriation | | | \$11,542,861 |

Section 4-

The following revenues are estimated to be available to the Local Current Expense Fund for the fiscal year beginning July 1, 2024, and ending June 30, 2025:

| Federal Funds | 3700 | Timber Receipts | \$150,557 |
|--|------|---------------------------|--------------|
| Local Funds: | 4110 | County Appropriation | \$9,955,880 |
| | 4410 | Fines & Forfeitures | \$160,000 |
| | 4910 | Fund Balance Appropriated | \$1,276,424 |
| Total Local Current Expense Fund Revenue | | | \$11,542,861 |

Section 5-

The following amounts are hereby appropriated for the operation of the school administrative unit in the Federal Grants Fund for the fiscal year beginning July 1, 2024, and ending June 30, 2025:

| Fund 3 | 1 digit Purp | 1 digit Purp Desc | Beginning Budget |
|---|--------------|------------------------------|------------------|
| Federal Grants Funds | 5XXX | Instructional Services | \$0 |
| | 6XXX | System-Wide Support Services | \$0 |
| | 7XXX | Ancillary Services | \$0 |
| | 8XXX | Non-Programmed Charges | \$0 |
| Total Federal Grants Fund Appropriation | | | \$0 |

Section 6-

The following revenues are estimated to be available to the Federal Grants Fund for the fiscal year beginning July 1, 2024, and ending June 30, 2025:

| | | |
|----------------------------|------|-----|
| Total Federal Grants Funds | 3600 | \$0 |
|----------------------------|------|-----|

Section 7-

The following amounts are hereby appropriated for the operation of the school administrative unit in the Capital Outlay Fund for the fiscal year beginning July 1, 2024, and ending June 30, 2025:

| Fund 4 | 1 digit Purp | 1 digit Purp Desc | Beginning Budget |
|---|--------------|------------------------------|------------------|
| Capital Outlay Fund | 5XXX | Instructional Services | \$25,000 |
| | 6XXX | System-Wide Support Services | \$2,585,990 |
| | 8XXX | Non-Programmed Charges | \$1,016,000 |
| | 9XXX | Capital Outlay | \$2,000,000 |
| Total Capital Outlay Fund Appropriation | | | \$5,626,990 |

Section 8-

The following revenues are estimated to be available to the Capital Outlay Fund for the fiscal year beginning July 1, 2024, and ending June 30, 2025:

| 1/2 Cent Sales Tax | 4140 | County appropriation | \$1,455,700 |
|-----------------------------------|------|----------------------------|-------------|
| Replacement School Bus | 3400 | State appropriation | \$1,000,000 |
| County Funded Construction | 4810 | County Funded Construction | \$1,000,000 |
| Fund Balance appropriated | 4910 | Fund Balance Appropriated | \$152,176 |
| Total Capital Outlay Fund Revenue | | | \$3,607,876 |

Section 9-

The following amounts are hereby appropriated for the operation of the school administrative unit in the School Nutrition Fund for the fiscal year beginning July 1, 2024, and ending June 30, 2025:

| Fund 5 | 1 digit Purp | 1 digit Purp Desc | Beginning Budget |
|---|--------------|------------------------|------------------|
| School Nutrition Fund | 7XXX | Ancillary Services | \$3,506,290 |
| | 8XXX | Non-Programmed Charges | \$195,000 |
| Total School Nutrition Fund Appropriation | | | \$3,701,290 |

Section 10-

The following revenues are estimated to be available to the School Nutrition Fund for the fiscal year beginning July 1, 2024, and ending June 30, 2025:

| State Funds | 3250 | Revenues | \$0 |
|---|-------------------|------------|-------------|
| Federal Funds | 38xx | Revenues | \$2,580,000 |
| Local Funds | 43xx, 44xx & 48xx | Revenues | \$1,076,290 |
| Transfer from State Public School Funds | 4921 | Revenues | \$45,000 |
| Transfer from Federal Grants Funds | 4923 | Revenues | \$0 |
| Fund Balance appropriated | 4910 | Prior Year | \$0 |
| Total School Nutrition Fund Revenues | | | \$3,701,290 |

Section 11-

The following amounts are hereby appropriated for the operation of the school administrative unit in the Other Specific Revenue Fund for the fiscal year beginning July 1, 2024, and ending June 30, 2025:

| Fund 6 & 8 | 1 digit Purp | 1 digit Purp Desc | Beginning Budget |
|---|--------------|------------------------------|------------------|
| Other Specific Revenue Fund | 5XXX | Instructional Services | \$2,200,264 |
| | 6XXX | System-Wide Support Services | \$435,386 |
| | 7XXX | Ancillary Services | \$141,744 |
| | 8XXX | Non-Programmed Charges | \$1,147,044 |
| Total Other Specific Revenue Fund Appropriation | | | \$3,924,438 |

Section 12-

The following revenues are estimated to be available to the Other Specific Revenue Fund for the fiscal year beginning July 1, 2024, and ending June 30, 2025:

| State Funds | 32xx | State-Other | |
|---|------|---------------|-------------|
| Federal Funds | 37xx | Federal Other | \$54,387 |
| Local Funds | 4xxx | Local Other | \$863,960 |
| Fund Balance Appropriated | 4910 | Fund Balance | \$3,006,091 |
| Transfers from Other Funds | | | \$0 |
| Total Other Specific Revenue Fund Revenue | | | \$3,924,438 |

Section 13-

All appropriations shall be paid first from revenue restricted as to use, and second from general unrestricted revenues.

Section 14-

The Superintendent and Finance Officer are hereby authorized to transfer appropriations within a fund under the following conditions:

- Amounts up to \$10,000 may be transferred between sub-functions and objects of expenditures within a function without a report to the Board of Education being required.
- Amounts up to \$10,000 may be transferred between functions of the same fund with a report on such transfers to be made to the Board of Education at its next regular meeting.
- Proposed expenditures from State, Federal or other sources of revenues may be amended upon receipt of information altering the anticipated revenues. Budget Amendments shall be reported to the Board of Education at its next regular meeting.
- Transfers between funds shall not be made without prior approval of the Board of Education.

Section 15-

Copies of the Budget Resolution shall be immediately be furnished to the Superintendent and School Finance Officer for direction in carrying out their duties.

Section 16-

This Budget Resolution shall be effective July 1, 2024. Adopted, this the 27th day of August 2024.

Chairman, Board of Education

Secretary, Board of Education

Jackson County Public Schools (500) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - History Log

| Attention Needed | Date | User | Status (S)/Comment (C) | S/C |
|------------------|-------------------------|-----------------|------------------------------------|-----|
| | 7/25/2024 1:46:21 PM | Laura Dills | Status changed to 'Draft Started'. | S |
| | 7/2/2024 8:42:52 AM | NCCCIP Admin | Status changed to 'Not Started'. | S |





Allotments

Jackson County Public Schools (500) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Allotments

| Allocation Type | (1) | I-A | (2) | I-D | (3) | II-A | (4) | III-LA | (5) | Title IV-A | (6) | I-C | Total |
|-----------------|-----|----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|-----|--------|----------------|
| | | CFDA: 84.010A | CFDA: 84.010A | CFDA: 84.013A | CFDA: 84.013A | CFDA: 84.367A | CFDA: 84.367A | CFDA: 84.365A | CFDA: 84.424A | CFDA: 84.011A | | | |
| Allotment | | \$1,203,692.00 | | \$0.00 | | \$173,021.00 | | \$34,484.00 | | \$94,122.00 | | \$0.00 | \$1,505,319.00 |
| Carryover | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | \$0.00 |
| Total | | \$1,203,692.00 | | \$0.00 | | \$173,021.00 | | \$34,484.00 | | \$94,122.00 | | \$0.00 | \$1,505,319.00 |

FP-Consolidated Related Documents


Jackson County Public Schools (500) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - FP-Consolidated Related Documents





| Required Documents | | |
|---|---|---------------|
| Type | Document Template | Document/Link |
| Debarment Certification (PDF) [Upload 1 document(s)] |  FY25 Debarment Certification | |
| NC Prayer Certification and Single Set of Assurances [Upload 1 document(s)] |  FY25 NC Prayer Certification and Single Set of Assurances | |
| Comprehensive Needs Assessment [Upload 1 document(s)] |  FY25 Comprehensive Needs Assessment | |
| Goals and Strategies [Upload 1 document(s)] |  FY25 Goals and Strategies | |

| Optional Documents | | |
|--|---|---------------|
| Type | Document Template | Document/Link |
| Affirmation ESEA In-District [Upload up to 3 document(s)] |  FY25 Affirmation ESEA In-District | |
| Affirmation ESEA Out of District [Upload up to 1 document(s)] |  FY25 Affirmation ESEA Out of District | |
| Indian Education Grant Recipients – Receives at least \$40,000 of Title VI - TEMPLATE NOT PROVIDED [Upload up to 10 document(s)] | N/A | |

Related Documents Waived Allocation

Jackson County Public Schools (500) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - FP-Consolidated Related Documents

 ☐ All allocation in the application has been waived.

| Documents | |
|---|--|
| Type | Document Template Document/Link |
| Debarment Certification (PDF) [Upload 1 document(s)] |  <u>FY25 Debarment Certification</u> |
| NC Prayer Certification and Single Set of Assurances [Upload 1 document(s)] |  <u>FY25 NC Prayer Certification and Single Set of Assurances</u> |
| Comprehensive Needs Assessment [Upload 1 document(s)] |  <u>FY25 Comprehensive Needs Assessment</u> |
| Goals and Strategies [Upload 1 document(s)] |  <u>FY25 Goals and Strategies</u> |

Jackson County Public Schools (500) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title IA PRC 050

☐ By checking this box the LEA is waiving allocation for this grant or submitted a budget in error and acknowledges that doing so could result in the reallocation of these funds, to another Program Report Code (PRC) or LEA/charter.

| LEA | PRC | Budget Number | Rounding Option | Change To Plan | Indirect Cost |
|-----|------|---------------|-----------------|----------------|---------------|
| 500 | 0050 | 0 | No | No | 3.86% |

| Fiscal Information | | NCDPI Finance | LEA Budget |
|---------------------------|--|----------------|----------------|
| Allotment Type: | | DPI Allotment | |
| Allotment Amount: | | \$1,203,692.00 | \$1,203,692.00 |
| Carryover Amount: | | \$0.00 | \$0.00 |
| Allotment Plus Carryover: | | \$1,203,692.00 | \$1,203,692.00 |
| Total Budgeted: | | \$1,203,692.00 | |
| Total Remaining: | | \$0.00 | \$0.00 |

Current Budget Status

| Budget Status | Date of Status | Modified by |
|---------------|---------------------|----------------|
| Received | 08/22/2024 08:10 AM | Admin, NCCCCIP |

☐ Budget History

☒ Show Data Sent to LEA

| Date | Status | Sent to LEA | Modified By | Accounting Data | Line Seq. | Comments |
|-------------------|----------|-------------|----------------|-----------------|-----------|----------|
| 8/22/2024 8:10 AM | Received | | Admin, NCCCCIP | | | |

☒ Highlight Amended Rows

[Download Budget Data](#)**00000 - Jackson County Public Schools**

| View | Type | Funding | Purpose | Object | Department | Level | Cost Center | Project | Budget Amount | Amendment Amount | Revised Amount | Change Justification | DPI Comments |
|------|--------|---------|---------|--------|------------|-------|-------------|---------|---------------|------------------|----------------|----------------------|--------------|
| | Other | 35 | 53300 | 03120 | 000 | 00 | 000 | 00000 | \$9,383.00 | \$0.00 | \$9,383.00 | | |
| | Other | 35 | 53300 | 03130 | 002 | 00 | 000 | 00000 | \$4,000.00 | \$0.00 | \$4,000.00 | | |
| | Other | 35 | 53300 | 04110 | 000 | 00 | 000 | 00000 | \$30,000.00 | \$0.00 | \$30,000.00 | | |
| | Other | 35 | 53300 | 04110 | 008 | 00 | 000 | 00000 | \$2,200.00 | \$0.00 | \$2,200.00 | | |
| | Salary | 35 | 53400 | 01420 | 304 | 00 | 000 | 00000 | \$23,684.40 | \$0.00 | \$23,684.40 | | |
| | Other | 35 | 53400 | 01420 | 314 | 00 | 000 | 00000 | \$25,139.70 | \$0.00 | \$25,139.70 | | |
| | Other | 35 | 53400 | 01420 | 316 | 00 | 000 | 00000 | \$62,879.76 | \$0.00 | \$62,879.76 | | |
| | Other | 35 | 53400 | 01420 | 337 | 00 | 000 | 00000 | \$54,056.16 | \$0.00 | \$54,056.16 | | |
| | Other | 35 | 53400 | 01840 | 316 | 00 | 000 | 00000 | \$1,132.48 | \$0.00 | \$1,132.48 | | |
| | Other | 35 | 53400 | 02110 | 304 | 00 | 000 | 00000 | \$1,811.86 | \$0.00 | \$1,811.86 | | |
| | Other | 35 | 53400 | 02110 | 314 | 00 | 000 | 00000 | \$1,923.19 | \$0.00 | \$1,923.19 | | |
| | Other | 35 | 53400 | 02110 | 316 | 00 | 000 | 00000 | \$4,896.93 | \$0.00 | \$4,896.93 | | |
| | Other | 35 | 53400 | 02110 | 337 | 00 | 000 | 00000 | \$4,135.30 | \$0.00 | \$4,135.30 | | |
| | Other | 35 | 53400 | 02210 | 304 | 00 | 000 | 00000 | \$5,693.73 | \$0.00 | \$5,693.73 | | |
| | Other | 35 | 53400 | 02210 | 314 | 00 | 000 | 00000 | \$6,159.23 | \$0.00 | \$6,159.23 | | |
| | Other | 35 | 53400 | 02210 | 316 | 00 | 000 | 00000 | \$15,388.54 | \$0.00 | \$15,388.54 | | |
| | Other | 35 | 53400 | 02210 | 337 | 00 | 000 | 00000 | \$12,995.10 | \$0.00 | \$12,995.10 | | |
| | Other | 35 | 53400 | 02310 | 304 | 00 | 000 | 00000 | \$5,396.67 | \$0.00 | \$5,396.67 | | |
| | Other | 35 | 53400 | 02310 | 314 | 00 | 000 | 00000 | \$5,396.67 | \$0.00 | \$5,396.67 | | |
| | Other | 35 | 53400 | 02310 | 316 | 00 | 000 | 00000 | \$10,793.33 | \$0.00 | \$10,793.33 | | |
| | Other | 35 | 53400 | 02310 | 337 | 00 | 000 | 00000 | \$10,793.33 | \$0.00 | \$10,793.33 | | |
| | Other | 35 | 53400 | 02320 | 304 | 00 | 000 | 00000 | \$473.69 | \$0.00 | \$473.69 | | |
| | Other | 35 | 53400 | 02320 | 314 | 00 | 000 | 00000 | \$578.21 | \$0.00 | \$578.21 | | |
| | Other | 35 | 53400 | 02320 | 316 | 00 | 000 | 00000 | \$1,257.60 | \$0.00 | \$1,257.60 | | |
| | Other | 35 | 53400 | 02320 | 337 | 00 | 000 | 00000 | \$1,081.12 | \$0.00 | \$1,081.12 | | |
| | Other | 35 | 53400 | 03130 | 304 | 00 | 000 | 00000 | \$4,500.00 | \$0.00 | \$4,500.00 | | |
| | Other | 35 | 53400 | 03130 | 332 | 00 | 000 | 00000 | \$3,000.00 | \$0.00 | \$3,000.00 | | |

| | | | | | | | | | | | |
|-------------------|-------|----|-------|-------|-----|----|-----|-------|--------------|--------|--------------|
| i | Other | 35 | 53400 | 03310 | 304 | 00 | 000 | 00000 | \$6,000.00 | \$0.00 | \$6,000.00 |
| i | Other | 35 | 53400 | 03310 | 332 | 00 | 000 | 00000 | \$4,000.00 | \$0.00 | \$4,000.00 |
| i | Other | 35 | 53400 | 04110 | 304 | 00 | 000 | 00000 | \$1,600.00 | \$0.00 | \$1,600.00 |
| i | Other | 35 | 53400 | 04110 | 332 | 00 | 000 | 00000 | \$1,600.00 | \$0.00 | \$1,600.00 |
| i | Other | 35 | 53400 | 04510 | 000 | 00 | 000 | 00000 | \$28,500.00 | \$0.00 | \$28,500.00 |
| i | Other | 35 | 81000 | 03920 | 000 | 00 | 000 | 00000 | \$39,559.00 | \$0.00 | \$39,559.00 |
| i | Other | 35 | 82000 | 03990 | 000 | 00 | 000 | 00000 | \$119,291.35 | \$0.00 | \$119,291.35 |

30400 - Jackson County Public Schools

| View | Type | Funding | Purpose | Object | Department | Level | Cost Center | Project | Budget Amount | Amendment Amount | Revised Amount | Change Justification | DPI Comments |
|-------------------|--------|---------|---------|--------|------------|-------|-------------|---------|---------------|------------------|----------------|----------------------|--------------|
| i | Salary | 35 | 53300 | 01210 | 000 | 00 | 000 | 00000 | \$102,280.00 | \$0.00 | \$102,280.00 | | |
| i | Other | 35 | 53300 | 02110 | 000 | 00 | 000 | 00000 | \$7,824.42 | \$0.00 | \$7,824.42 | | |
| i | Other | 35 | 53300 | 02210 | 000 | 00 | 000 | 00000 | \$24,588.11 | \$0.00 | \$24,588.11 | | |
| i | Other | 35 | 53300 | 02310 | 000 | 00 | 000 | 00000 | \$16,729.67 | \$0.00 | \$16,729.67 | | |
| i | Other | 35 | 53300 | 02320 | 000 | 00 | 000 | 00000 | \$2,045.60 | \$0.00 | \$2,045.60 | | |
| i | Other | 35 | 53300 | 03130 | 001 | 00 | 000 | 00000 | \$3,200.00 | \$0.00 | \$3,200.00 | | |
| i | Other | 35 | 53300 | 04110 | 000 | 00 | 000 | 00000 | \$1,777.83 | \$0.00 | \$1,777.83 | | |
| i | Other | 35 | 58800 | 04110 | 000 | 00 | 000 | 00000 | \$3,672.64 | \$0.00 | \$3,672.64 | | |

31400 - Jackson County Public Schools

| View | Type | Funding | Purpose | Object | Department | Level | Cost Center | Project | Budget Amount | Amendment Amount | Revised Amount | Change Justification | DPI Comments |
|-------------------|--------|---------|---------|--------|------------|-------|-------------|---------|---------------|------------------|----------------|----------------------|--------------|
| i | Salary | 35 | 53300 | 01210 | 000 | 00 | 000 | 00000 | \$104,532.00 | \$0.00 | \$104,532.00 | | |
| i | Other | 35 | 53300 | 02110 | 000 | 00 | 000 | 00000 | \$7,996.70 | \$0.00 | \$7,996.70 | | |
| i | Other | 35 | 53300 | 02210 | 000 | 00 | 000 | 00000 | \$10,092.95 | \$0.00 | \$10,092.95 | | |
| i | Other | 35 | 53300 | 02310 | 000 | 00 | 000 | 00000 | \$6,907.73 | \$0.00 | \$6,907.73 | | |
| i | Other | 35 | 53300 | 02320 | 000 | 00 | 000 | 00000 | \$2,090.64 | \$0.00 | \$2,090.64 | | |
| i | Other | 35 | 53300 | 03130 | 001 | 00 | 000 | 00000 | \$1,600.00 | \$0.00 | \$1,600.00 | | |
| i | Other | 35 | 53300 | 04110 | 000 | 00 | 000 | 00000 | \$3,458.04 | \$0.00 | \$3,458.04 | | |
| i | Other | 35 | 58800 | 04110 | 000 | 00 | 000 | 00000 | \$3,347.49 | \$0.00 | \$3,347.49 | | |

31600 - Jackson County Public Schools

| View | Type | Funding | Purpose | Object | Department | Level | Cost Center | Project | Budget Amount | Amendment Amount | Revised Amount | Change Justification | DPI Comments |
|-------------------|--------|---------|---------|--------|------------|-------|-------------|---------|--------------------|------------------|--------------------|----------------------|--------------|
| i | Salary | 35 | 53300 | 01210 | 000 | 00 | 000 | 00000 | \$34,600.00 | \$0.00 | \$34,600.00 | | |
| i | Other | 35 | 53300 | 02110 | 000 | 00 | 000 | 00000 | \$2,646.90 | \$0.00 | \$2,646.90 | | |
| i | Other | 35 | 53300 | 02210 | 000 | 00 | 000 | 00000 | \$8,317.84 | \$0.00 | \$8,317.84 | | |
| i | Other | 35 | 53300 | 02310 | 000 | 00 | 000 | 00000 | \$5,396.67 | \$0.00 | \$5,396.67 | | |
| i | Other | 35 | 53300 | 02320 | 000 | 00 | 000 | 00000 | \$692.00 | \$0.00 | \$692.00 | | |
| i | Other | 35 | 53300 | 03130 | 001 | 00 | 000 | 00000 | \$500.00 | \$0.00 | \$500.00 | | |
| i | Other | 35 | 53300 | 04110 | 000 | 00 | 000 | 00000 | \$345.51 | \$0.00 | \$345.51 | | |
| i | Other | 35 | 58800 | 04110 | 000 | 00 | 000 | 00000 | \$1,133.92 | \$0.00 | \$1,133.92 | | |
| Total: | | | | | | | | | \$53,632.84 | \$0.00 | \$53,632.84 | | |

33200 - Jackson County Public Schools

| View | Type | Funding | Purpose | Object | Department | Level | Cost Center | Project | Budget Amount | Amendment Amount | Revised Amount | Change Justification | DPI Comments |
|-------------------|--------|---------|---------|--------|------------|-------|-------------|---------|--------------------|------------------|--------------------|----------------------|--------------|
| i | Salary | 35 | 53300 | 01210 | 000 | 00 | 000 | 00000 | \$61,073.68 | \$0.00 | \$61,073.68 | | |
| i | Other | 35 | 53300 | 02110 | 000 | 00 | 000 | 00000 | \$4,672.14 | \$0.00 | \$4,672.14 | | |
| i | Other | 35 | 53300 | 02210 | 000 | 00 | 000 | 00000 | \$14,682.11 | \$0.00 | \$14,682.11 | | |
| i | Other | 35 | 53300 | 02310 | 000 | 00 | 000 | 00000 | \$9,552.10 | \$0.00 | \$9,552.10 | | |
| i | Other | 35 | 53300 | 02320 | 000 | 00 | 000 | 00000 | \$1,221.47 | \$0.00 | \$1,221.47 | | |
| i | Other | 35 | 53300 | 03130 | 001 | 00 | 000 | 00000 | \$800.00 | \$0.00 | \$800.00 | | |
| i | Other | 35 | 53300 | 04110 | 000 | 00 | 000 | 00000 | \$1,194.10 | \$0.00 | \$1,194.10 | | |
| i | Other | 35 | 58800 | 04110 | 000 | 00 | 000 | 00000 | \$2,183.46 | \$0.00 | \$2,183.46 | | |
| Total: | | | | | | | | | \$95,379.06 | \$0.00 | \$95,379.06 | | |

33700 - Jackson County Public Schools

| View | Type | Funding | Purpose | Object | Department | Level | Cost Center | Project | Budget Amount | Amendment Amount | Revised Amount | Change Justification | DPI Comments |
|-------------------|--------|---------|---------|--------|------------|-------|-------------|---------|---------------|------------------|----------------|----------------------|--------------|
| i | Salary | 35 | 53300 | 01210 | 000 | 00 | 000 | 00000 | \$96,499.00 | \$0.00 | \$96,499.00 | | |
| i | Other | 35 | 53300 | 02110 | 000 | 00 | 000 | 00000 | \$7,382.17 | \$0.00 | \$7,382.17 | | |
| i | Other | 35 | 53300 | 02210 | 000 | 00 | 000 | 00000 | \$13,798.96 | \$0.00 | \$13,798.96 | | |
| i | Other | 35 | 53300 | 02310 | 000 | 00 | 000 | 00000 | \$9,444.17 | \$0.00 | \$9,444.17 | | |

| | | | | | | | | | | | | |
|-------------------|-------|----|-------|-------|-----|----|-----|-------|------------|--------|------------|--|
| i | Other | 35 | 53300 | 02320 | 000 | 00 | 000 | 00000 | \$1,929.98 | \$0.00 | \$1,929.98 | |
| i | Other | 35 | 53300 | 03130 | 001 | 00 | 000 | 00000 | \$1,600.00 | \$0.00 | \$1,600.00 | |
| i | Other | 35 | 53300 | 04110 | 000 | 00 | 000 | 00000 | \$3,066.30 | \$0.00 | \$3,066.30 | |
| i | Other | 35 | 58800 | 04110 | 000 | 00 | 000 | 00000 | \$2,662.50 | \$0.00 | \$2,662.50 | |

Total: \$136,383.08 \$0.00 \$136,383.08

81000 - Jackson County Public Schools

| View | Type | Funding | Purpose | Object | Department | Level | Cost Center | Project | Budget Amount | Amendment Amount | Revised Amount | Change Justification | DPI Comments |
|-------------------|--------|---------|---------|--------|------------|-------|-------------|---------|---------------|------------------|----------------|----------------------|--------------|
| i | Salary | 35 | 63000 | 01130 | 000 | 00 | 000 | 00000 | \$29,649.48 | \$0.00 | \$29,649.48 | | |
| i | Salary | 35 | 63000 | 01510 | 000 | 00 | 000 | 00000 | \$14,812.13 | \$0.00 | \$14,812.13 | | |
| i | Other | 35 | 63000 | 01840 | 000 | 00 | 000 | 00000 | \$1,531.34 | \$0.00 | \$1,531.34 | | |
| i | Other | 35 | 63000 | 02110 | 000 | 00 | 000 | 00000 | \$3,518.47 | \$0.00 | \$3,518.47 | | |
| i | Other | 35 | 63000 | 02210 | 000 | 00 | 000 | 00000 | \$11,056.70 | \$0.00 | \$11,056.70 | | |
| i | Other | 35 | 63000 | 02310 | 000 | 00 | 000 | 00000 | \$4,857.00 | \$0.00 | \$4,857.00 | | |
| i | Other | 35 | 63000 | 02320 | 000 | 00 | 000 | 00000 | \$889.23 | \$0.00 | \$889.23 | | |
| i | Other | 35 | 63000 | 03120 | 000 | 00 | 000 | 00000 | \$4,488.00 | \$0.00 | \$4,488.00 | | |
| i | Other | 35 | 63000 | 03320 | 000 | 00 | 000 | 00000 | \$3,000.00 | \$0.00 | \$3,000.00 | | |

Total: \$73,802.35 \$0.00 \$73,802.35

86000 - Jackson County Public Schools

| View | Type | Funding | Purpose | Object | Department | Level | Cost Center | Project | Budget Amount | Amendment Amount | Revised Amount | Change Justification | DPI Comments |
|-------------------|-------|---------|---------|--------|------------|-------|-------------|---------|---------------|------------------|----------------|----------------------|--------------|
| i | Other | 35 | 53300 | 04110 | 005 | 00 | 000 | 00000 | \$21,152.32 | \$0.00 | \$21,152.32 | | |
| i | Other | 35 | 53300 | 04110 | 007 | 00 | 000 | 00000 | \$11,898.18 | \$0.00 | \$11,898.18 | | |

Total: \$33,050.50 \$0.00 \$33,050.50

Grant Details

Jackson County Public Schools (500) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title IA PRC 050

"LEA" = District, Charter School or Lab School

1. Local Educational Agency ("LEA" = District, Charter School or Lab School) Plans (SEC. 1112)

The LEA's Consolidated Plan has been developed with timely and meaningful consultation with (SEC. 1112(a)(1)):

☒ * Teachers

☒ * Principals

☒ * Other school leaders

☒ * Paraprofessionals

☒ * Specialized Instructional Support Personnel

☒ * Administrators (including administrators of programs described in other parts of this title)

☒ * Parents of children in schools served under this part, and

☐ If applicable, is coordinated with other programs under this Act (e.g., IDEA, Carl D. Perkins)

☒ Leadership of Tribal organizations, if LEA receives \$40,000 or more for Indian Education

☒ Other stakeholders:

* Enter the date(s) for stakeholder meeting(s) (MM/DD/YYYY):

5/1/2024, 8/19/2024, 8/28/2024

2. Parent and Family Engagement (SEC. 1116 (a)(2))

* The LEA has a current LEA Parent and Family Engagement Policy posted on their website. Enter the active URL (direct link) made available to the public for the LEA's written Parent and Family Engagement Policy. Provide instructions on how to access the Parent and Family Engagement policy from LEA webpage.

<https://boardpolicyonline.com/bl/?b=jackson&s=156205>

Directions to Policy:

Visit jcpsnc.org ; go to programs, federal programs, Title I; scroll to the bottom of the page to the link to the Title I Parent and Family Engagement Board Policy.

3. Parent and Family Engagement - Use of Funds (SEC. 1112 (b)(7))

* Funds reserved for parent and family engagement shall be used to carry out activities and strategies consistent with the LEA's parent and family engagement policy, including not less than one (1) of the following (SEC. 1116(a)(3)(D)):

| | |
|--|---|
| <input type="checkbox"/> | Check this box if you are receiving less than \$500,000 in total Title I allotment and no Parent and Family Engagement Title I funds are set-aside. |
| <input type="checkbox"/> | Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members. (SEC. 1116(a)(3)(D)(i)) |
| <input type="checkbox"/> | Supporting programs that reach parents and family members at home, in the community, and at school. (SEC. 1116(a)(3)(D)(ii)) |
| <input checked="" type="checkbox"/> | Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members. (SEC. 1116(a)(3)(D)(iii)) |
| <input checked="" type="checkbox"/> | Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. (SEC. 1116(a)(3)(D)(iv)) |
| <input checked="" type="checkbox"/> | Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy. (SEC. 1116(a)(3)(D)(v)) |
| 4. Carryover (Estimated as of June 30th) | |
| \$ 228,611.42 | A. Total Carryover from previous year's budget |
| \$ | B. Parent and Family Engagement Carryover - Funds remaining from the required 1% set-aside from previous year's budget. (This does not include any additional PFE funds the district chose to budget.) |
| \$ 143,772.68 | C. Carryover for school allocation - Amount must be the same value as Line 16 on the Set Asides Page, 'Current Fiscal Year' column. |
| \$ 2,526.91 | D. Carryover for Private School Proportionate Share - Amount must be the same value as Line 2 on the Set Asides Page, 'Carryover' column. |
| \$ 227,388.37 | E. Remaining Carryover not included in B, C or D. (List use of funds below to include same values entered in Set Asides, 'Carryover' column) |
| Includes carryover for school allocation and district set asides. | |
| 5. LEA/School Report Cards Attestation (SEC. 1111(h)(2)) Please check all applicable boxes. | |
| <input checked="" type="checkbox"/> | The LEA indirectly distributes the Annual LEA Report Cards in compliance with Title I requirements. (Districts and Lab Schools only) |
| <input checked="" type="checkbox"/> | * Schools directly and indirectly distribute the Annual School Report Cards in compliance with Title I requirements. (Districts, Charters and Lab Schools) |
| <input checked="" type="checkbox"/> | * The LEA ensures that the Annual LEA and School Report Cards are distributed as designated in a language and format that is understandable to parents and families. (Districts, Charters and Lab Schools) |
| 6. Method for Determining Funding for Title I and Low-Income Rank Order (SEC. 1113) | |
| * A. Identify the data sources used for low-income and membership numbers and date(s) collected. (SEC. 1113(a)(2)) | |
| <input type="checkbox"/> | Direct Certification - Community Eligibility Provision (CEP) |
| * Date(s) collected | |

| |
|--|
| 3/1/2024 |
| <input checked="" type="checkbox"/> Household Application |
| * Date(s) collected |
| 3/1/2024 |
| <input checked="" type="checkbox"/> Other (please explain in text box, below) |
| <input type="checkbox"/> Charter/Lab School (Skip to Question 7) |
| * B. Describe how the LEA determines which schools will be served. (SEC. 1113(a)(3)) |
| Title I eligibility is based on percentage of students whose families qualify for free or reduced meals based on household applications (and Direct Certification/Community Eligibility at applicable schools). For schools serving elementary and middle school aged students schools with greater than 40% of students who qualify for F/R meals are eligible for school-wide Title I services. For schools serving high school aged students schools with greater than 80% of students who qualify for F/R meals are eligible for school-wide Title I services. |
| 7. Participation of Children Enrolled in Private Schools (SEC. 1117) |
| A. Select the box below that best describes your LEA: |
| <input type="checkbox"/> Charter/Lab School (Move to Question 8) |
| <input type="checkbox"/> A district with <u>no private schools</u> located within its attendance area. |
| <input checked="" type="checkbox"/> A district with one or more private schools located within its attendance area. (Please consult NCDPI's Equitable Services for Private Schools page. One In-District Affirmation form for each of these schools must be uploaded in the Consolidated Related Document section.) |
| B. Select one response for each of the statements below: |
| 1) Did the district notify or attempt to notify any out-of-district private schools about the availability of Title I services? This would be required if the district has reason to believe that such a school enrolls a child who would have attended one of its Title I served schools: |
| <input checked="" type="checkbox"/> Yes (One Out-of-District Affirmation form for each of these schools must be uploaded in Consolidated Related Documents, whether the school responded or not.) |
| <input type="checkbox"/> No or N/A |
| 2) One or more low-income students who live in a Title I-A served enrollment zone or a comparably served enrollment zone in <u>this district</u> attend a private school that has accepted Title I-A equitable services and is in a different district: |
| <input checked="" type="checkbox"/> Yes |
| <input type="checkbox"/> No or N/A |

3) One or more private schools located in this district have accepted **Title I-A** equitable services and enroll low-income student(s) living in a **Title I-A** served enrollment zone or a comparably served enrollment zone of a different district:

☒ Yes

☐ No or N/A

☐ Yes (The district(s) providing services to these students will upload their Out-of-District Affirmation forms into their CCIP application.)

8a. Homeless Children and Youths Services (SEC. 1112(b)(6))

* Name of Homeless Liaison Point of Contact (POC):

Laura Dills

* Email address of Homeless Liaison Point of Contact (POC):

ldills@jcpsmail.org

* How are Title I homeless set-aside funds used to provide support for identified homeless students? Check any/all boxes (must check at least one box) that Title I funds are used to support students identified as homeless (this does not include McKinney Vento funds).

☒ Excess transportation

☒ School supplies

☒ School uniforms

☒ Experiential field trips

☒ Tutoring

☒ ☐ Other

* Describe the rationale/method for determining the set aside amount (data must be included to support).

JCPS receives tremendous support from the local community to support students who are identified as homeless and other "at-risk" factors through our "Stuff the Bus" fundraising. "Stuff the Bus" is much more than a school supply drive. We take private sponsorship for specific students' needs, assist with supplemental food for families, and assist with clothing, shoes, and personal toiletry collections. Additionally, our local county government funds 6 additional student support services positions and they have greatly impacted the connections to local community supports that we can offer students. Due to combined busing for elementary, middle, and high school students, many transportation needs can be met without requiring large changes to bus routes if transportation is within the district. Based on historical data \$3,000 meets with needs that exist outside of these support areas listed above.

8b. Foster Care (SEC. 1111(g)(1)(E)(iv))

* Name of Foster Care Point of Contact (POC):

Brent Speckhardt

* Email address of Foster Care Point of Contact (POC):

bspeckhardt@jcpsmail.org

* Name of DSS Foster Care Point of Contact (POC):

| |
|---|
| Sheryl Williamson |
| * Email address of DSS Foster Care Point of Contact (POC): swilliamson@jcdss.org |
| 9. Early Childhood Education Programs (SEC. 1112(b)(8)) |
| * Name of Title I Preschool Point of Contact (POC): Laura Dills |
| * Email address of Title I Preschool Point of Contact (POC): ldills@jcpsmail.org |
| A. Support, Coordination and Integration of Services in Early Childhood Education Programs Describe how the LEA will support, coordinate and integrate Title I services with early childhood education programs, including plans for the transition of children to elementary school. JCPSS conducts a Pre-K PLC for staff members in our Pre-K classrooms to collaborate and study data obtained from observations and documented in the Teaching Strategies Gold platform. Pre-k and Kindergarten representatives participate in the JCPSS partnership meetings with our local Head Start provider and Region A Partnership for Children, our local NC Pre-K provider. The JCPSS pre-k transition plan includes participation from school leadership, pre-k classroom teachers, and kindergarten classroom teachers and any other staff members relevant to the students' needs (EC, ESL, etc.). Pre-K classroom procedures also change near the end of the school year to prepare students to access kindergarten expectations. |
| Indicate any/all partners that assisted with the development of transitions plans: <input checked="" type="checkbox"/> NC Pre-K <input checked="" type="checkbox"/> Exceptional Children <input checked="" type="checkbox"/> Head Start <input type="checkbox"/> Private Childcare <input type="checkbox"/> Other (Describe below) |
| B. LEA Preschool Programs (check all that apply) <input type="checkbox"/> None - This option is available ONLY to charter schools. Move to section 10. <input checked="" type="checkbox"/> Title I Preschool <div><input checked="" type="checkbox"/> Preschool set asides (line 9 on the Set Asides page) <input type="checkbox"/> School Allocation funds per schoolwide decision process</div> <div><input type="checkbox"/> Exceptional Children <input type="checkbox"/> Head Start <input checked="" type="checkbox"/> NC Pre-K</div> |

☐ Other (describe below)

10. Coordination Requirements (SEC. 1119(a)-(b))


* A Memorandum of Understanding/Memorandum of Agreement (MOU/MOA) with Head Start is required for each LEA receiving Title I funds, regardless of whether it operates a Title I preschool program. The current MOU/MOA with Head Start must be uploaded as a Title I related document. The MOU requirements can be found in Section 1119 (a)-(b) (<https://www.dpi.nc.gov/districts-schools/federal-program-monitoring/title-i-resources>)

☐ Check here if you are a Charter or Lab School without an elementary (K-5) grade span; you are not required to have an MOU.

☒ Check if LEA/Charter/Lab School has a Memorandum of Understanding/Memorandum of Agreement (MOU/MOA) with Head Start.

Documents

| Type | Document Template | Document/Link |
|------|-------------------|---------------|
|------|-------------------|---------------|

| | | |
|--|--|--|
| Current MOU/MOA with Head Start [Upload up to 1 document(s)] |  FY25 Current MOU/MOA with Head Start | |
|--|--|--|

Enter the effective dates for the MOU/MOA:

* Start Date:

07/01/2024 

* End Date:

06/30/2025 

11. Strategies to Facilitate Effective Transitions (SEC. 1112(b)(10)(A)-(B))

☐ **Check here if your LEA does not have grade spans beyond 7th grade (Skip to Section 12)**

* Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education (check all that apply):

☒ The high school(s) host prospective students at visitation events designed to help them prepare for and succeed at that level.

☒ The high schools conduct back-to-school events near the start of the school year that specifically address the issues related to the recent transition into high school from middle grades.

☒ Students are provided with alternatives such as early college high school, advanced placement coursework, and/or college-preparatory courses.

☒ Students are provided with opportunities for dual enrollment with an institution of higher education.

☒ Elective courses are offered online at no charge to students.

☒ Representatives from high schools visit elementary and/or middle schools for specially planned events to help prospective students and their families prepare for the transition to high school and for success at that level.

| | | | | | | |
|--|----|--------|----|-------|----|-----------|
| Jackson Community School - 500324 | \$ | 450.00 | \$ | 59.00 | \$ | 26,550.00 |
| *Low-Income Students | | | | | | |
| Description of Comparable Services (Describe each school separately): | | | | | | |
| Provide a brief description of the comparable services to be offered, to include additional Title I allowable positions and the corresponding salary. Section 1113(b)(1)(D)(ii) allows an LEA to skip an eligible school attendance area or school that has a higher percentage of poverty if the area or school is receiving supplemental funds from other State or local sources that are spent according to the requirements of section 1114 or 1115. A supplemental State or local program meets the requirements of Section 1115 if the program: | | | | | | |
| <ul style="list-style-type: none">• Serves only children who are failing, or most at risk of failing, to meet the State's challenging student academic achievement standards;• Provides supplementary services designed to meet the special educational needs of the children who are participating in the program to support their achievement toward meeting the State's student academic achievement standards; and• Uses the State's assessment system described in §200.2 of the Title I regulations to review the effectiveness of the program | | | | | | |
| Jackson Community School- The per pupil allocation of staff at Jackson Community School (JCS) is determined based on a need to maintain a very small student to teacher ratio to meet the needs of the 59 students served at the school who are not currently in appropriate academic standing in the traditional school and needed additional support and smaller class sizes. Allocations of staff at other JCPS schools are determined using state guidelines for student to staff ratios. Using the state teacher allocation model JCS would require 2 regular education teachers. Currently 5 regular education teachers are paid with state and local funds. The cost of the 3 additional regular education teachers is approximately \$224,000, which exceeds the expected PPA of \$26,550.00 | | | | | | |
| Blue Ridge Early College- The per pupil allocation of staff at Blue Ridge Early College (BREC) is determined based on the small school and remote setting of the school which requires more staff to provide a wide variety of academic learning opportunities. Allocations of staff to other JCPS schools are determined using the state guidelines for student to staff ratios. Using the state teacher allocation model BREC would require 3.7 regular education teachers. Currently there are 7 regular education teachers paid with state and local funds. The cost of the 3.3 additional regular education teachers is approximately \$246,400, which exceeds the expected PPA of \$43,335. | | | | | | |
| Student at both schools benefit from the low student to teacher ratio and additional small group instruction received from the staff. All students at the schools are administered state assessments and results are used to determine the effectiveness of the program. | | | | | | |
| 14. Targeted Assistance Schools (please make sure this aligns with ESSR) (SEC. 1115) | | | | | | |
| <input checked="" type="checkbox"/> All served schools operate a SW program only (Skip to Question 15) | | | | | | |
| 15. If Title I funds are identified as Unbudgeted Reserve as a Set Aside, please provide justification. | | | | | | |
| <input type="checkbox"/> No funds placed in unbudgeted reserve (Skip to Question 16) | | | | | | |

| | |
|--|---|
| Unbudgeted Reserve funds are budgeted to provide funding for payroll for staff assigned to this budget in July, August, and September of the following fiscal year. | |
| 16a. District-wide Instructional Initiative Set-Aside | |
| <input type="checkbox"/> Check here if you are not setting aside funds for District-wide Initiative | If setting aside funds (Line 12 - District-Wide Instructional Initiative on Set Asides, 'Current Fiscal Year' column page), describe initiative(s): |
| JCPs District Wide Initiatives that are support with Title I funds include: Kindergarten Academy staffing- for transition to Kindergarten activities Wilson Foundations and Heggerty- Science of Reading aligned literacy programs Effective Math instruction including conceptual understanding, computational fluency, and problem solving | |
| 16b. Professional Development for Teachers Set-Aside | |
| <input type="checkbox"/> Check here if you are not setting aside funds for Professional Development for teachers | If setting aside funds (Line 6 - Professional Development for Teachers on Set Asides page), describe how funds will be used: |
| Professional Development is provided for teachers in Title I schools focused on: Wilson Foundations and Heggerty- Science of Reading aligned literacy programs Effective Math instruction including conceptual understanding, computational fluency, and problem solving | |
| 16c. CSI/TSI Set-Aside | |
| <input checked="" type="checkbox"/> Check here if you are not setting aside funds for CSI/TSI schools (these are funds above and beyond PRC105 and PRC115) | |
| 17. Supplement, Not Supplant (SEC. 1118(b)(1)-(4)) | |
| <input type="checkbox"/> * The LEA attests that district reservation of state and local funds is used in a Title I neutral manner. | |
| * A Local Educational Agency (LEA) shall use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds. Describe the methodology used to allocate State and local funds to each school receiving assistance under this part, thus ensuring that such school receives all the State and local funds it would otherwise receive if it were not receiving assistance under this part. Sample Methodology Information: https://files.nc.gov/dpi/documents/program-monitoring/resources/ccip/funds.pdf | |
| State Funding: | |

Teacher Allotments:

K-3 1:19

4-5 1:29

6-8 1:29

9-12 1:29

Textbook funding: schools receive \$44.78 per pupil

AIG- State funds provide 3.4 teachers to work with students who are identified as gifted in grades 4 through 8, this makes the ratio of teachers working with gifted students from 1 teacher to 94 students

ESL- Each ESL teacher serves between 50 and 65 students and school time of service is adjusted as ESL identification changes.

Instructional Coaches/Lead Teachers:

Schools with over 400 students are allocated one full time instructional coach or lead teacher position.

Schools with under 400 students are allocated one part time instructional coach or lead teacher position.

Instructional Supply allotments:

Title I schools with more than 400 students: \$22.92 per pupil

Title I schools with less than 400 students: \$29.80 per pupil

Non-Title I schools with more than 400 students: \$17.63 per pupil

Non-Title I schools with less than 400 students: \$22.92 per pupil

Local Funding:

Homeless School Supply Money: \$20 per pupil allotment based on number of students identified as homeless in the previous school year at school.

Field-Trip Funding:

Title I schools with more than 400 students: \$2.76 per pupil

Title I schools with less than 400 students: \$3.12 per pupil

Non-Title I schools: \$2.40 per pupil

Media Center Subscriptions:

District-wide subscriptions: \$13,093.06 licenses give access to all schools with media centers

Media center materials: \$2.70 per pupil to all schools with media centers

Postage: \$2.52 per pupil

Athletic allotment (only given to schools with athletic programs):

K-8 schools: \$1,960 per school

High schools with less than 400 students: \$7,840 per school

High schools with more than 400 students: \$24,500 per school.

All schools: cost of athletic director

Coaching supplements: vary by sport, allotted based on an approved supplement schedule that specifies the number of coaches and assistant coaches per sport. Coaching supplement plan available upon request.

PowerSchool Supplies: \$0.28 per pupil allotment

Medicaid Local funds:

Social worker supplies: \$200 per school

Nursing Supplies: \$500 per nurse

Jackson County Public Schools (500) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title IA PRC 050

| Organization Code | School Name (9 Buildings) | Grade Span | Total Resident Children | Low Income Students | | Total Low-Income Students In Private Schools | | Sort Order (Asc) | Eligibility For Service | School Served | Grand- father Rule | Eligibility - Program Model |
|-------------------|------------------------------|------------|-------------------------------|------------------------|--------------|---|---------------|------------------------|-------------------------------------|-------------------------------------|--------------------------|-----------------------------|
| | | | | Original Number | Final Number | Original Percent | Final Percent | | | | | |
| 500324 | Jackson Community School | 05 - 12 | 59 | 48 | 59 | 81.36% | 100.00% | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | SW |
| 500332 | Scotts Creek School | PK - 08 | 436 | 302 | 302 | 69.27% | 69.27% | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | SW-SW |
| 500337 | Smokey Mountain Elementary | P3 - 08 | 355 | 242 | 355 | 68.17% | 100.00% | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | SW-SW |
| 500316 | Blue Ridge School | P3 - 06 | 161 | 95 | 152 | 59.01% | 94.41% | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | SW-SW |
| 500314 | Fairview School | PK - 08 | 796 | 463 | 463 | 58.17% | 58.17% | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | SW-SW |
| 500340 | Smoky Mountain High School | 09 - XG | 838 | 456 | 456 | 54.42% | 54.42% | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | SW |
| 500302 | Blue Ridge Early College | 07 - 13 | 129 | 67 | 107 | 51.94% | 82.95% | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | SW |
| 500304 | Cullowhee Valley School | PK - 08 | 612 | 312 | 499 | 50.98% | 81.54% | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | SW-SW |
| 500323 | Jackson Co Early College | 09 - 13 | 101 | 39 | 39 | 38.61% | 38.61% | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | TAS |
| Totals: | | | 3,487 | 2,024 | 2,432 | 58.04% | 69.74% | 50 | | | | |

Set Asides

Jackson County Public Schools (500) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title IA PRC 050

Totals

| | Carryover | Current Fiscal Year |
|-------------------------|-------------|---------------------|
| 1. Current FY Allotment | | \$ 1,203,692.00 |
| 2. Equitable Services | \$ 2,526.91 | \$ 33,048.94 |
| 3. Total For LEA Use | | \$ 1,170,643.06 |

Required Set Asides

| | Carryover | Current Fiscal Year |
|---|-----------|---------------------|
| 4. Parent and Family Engagement (mandatory for those receiving \$500,000 in Title I allocation) | \$ 0.00 | \$ 11,706.43 |
| 5. Homeless Students and Youth | \$ 800.00 | * \$ 2,200.00 |

Optional Set Asides

| | Carryover | Current Fiscal Year |
|--|---------------|---------------------|
| 6. Administrative Costs - 12% maximum | \$ 27,420.75 | \$ 113,361.35 |
| 7. School Improvement Financial Incentives and Rewards for recruitment and retention for CSI/TSI schools (5% maximum) | \$ | \$ |
| 8. School Improvement Interventions for CSI/TSI schools | \$ | \$ |
| 9. Early Childhood Programs (PreK) | \$ 45,086.97 | \$ 304,867.00 |
| 10. Neglected, Delinquent or At-Risk Services | \$ | \$ |
| 11. Coordinated Services (District-wide initiative, Foster Care Transportation, Professional Development for Teachers) | \$ 9,015.14 | \$ 43,383.00 |
| 12. Additional Parent and Family Engagement | \$ 1,292.83 | \$ |
| 13. Unbudgeted Reserve (10% maximum) | | \$ 119,291.35 |
| 14. Carryover provided to schools through Column F on the School Allocations - PPA List page | \$ 143,772.68 | |

| Per Pupil Amount (PPA) | |
|--|---------------|
| | Amount |
| 15. Title I Allotment Remaining | \$ 575,833.93 |
| 16. Carryover/Additional Funds to be available for PPA | \$ 143,772.68 |
| 17. Total Amount Available for School Allocations | \$ 719,606.61 |
| 18. Total LEA Number of Low-Income Students | 2,432 |
| 19. 100% or 125% Rule | 1.00 |
| 20. Minimum PPA | \$ 295.89 |

Jackson County Public Schools (500) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title IA PRC 050



Total School Allocation must equal site code total in budget.

School/Attendance Area Allocation

| Minimum Per Pupil Amount (PPA) \$ | | | | | | | | | | | | 295.89 | |
|-----------------------------------|----------------------------|------------|------|-------------------|-----------------|---------------------------------|--------------|---------------------------------------|---------------------------------------|----------------------------------|---------------|--------------------------|-------------------------|
| Organization Code | School/ Attendance Area | Low Income | | PPA | Base Allocation | | Total Amount | Additional Allocations | | | | | Total School Allocation |
| | | % | # | | School Alloc | Additional funds from Carryover | | Required Parent and Family Engagement | Optional Parent and Family Engagement | Optional CSI/TSI from Set Asides | Optional PreK | | |
| | A | B | C | D | E (C x D) | F | G (E + F) | H | I | J | K | L (G + H + I + J + K) | |
| 500337 | Smokey Mountain Elementary | 100.00 | 355 | 450.00 | 159,750.00 | 0.00 | 159,750.00 | 2,403.35 | 259.15 | 0.00 | 0.00 | 162,412.50 | |
| 500316 | Blue Ridge School | 94.41 | 152 | 439.22 | 66,761.44 | 0.00 | 66,761.44 | 1,022.96 | 110.96 | 0.00 | 0.00 | 67,895.36 | |
| 500304 | Cullowhee Valley School | 81.54 | 499 | 405.00 | 202,095.00 | 0.00 | 202,095.00 | 3,308.37 | 364.27 | 0.00 | 0.00 | 205,767.64 | |
| 500332 | Scotts Creek School | 69.27 | 302 | 392.00 | 118,384.00 | 0.00 | 118,384.00 | 1,963.00 | 220.46 | 0.00 | 0.00 | 120,567.46 | |
| 500314 | Fairview School | 58.17 | 463 | 373.00 | 172,699.00 | 0.00 | 172,699.00 | 3,008.75 | 339.15 | 0.00 | 0.00 | 176,046.90 | |
| Total Low Income | | | 1771 | Total Allocations | | 0.00 | 719,689.44 | 11,706.43 | 1,293.99 | 0.00 | 0.00 | 732,689.86 | |
| | | | | | Remaining | | (82.83) | | | | | | |

Related Documents

Jackson County Public Schools (500) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title IA PRC 050

| Required Documents | | |
|--|---|---------------|
| Type | Document Template | Document/Link |
| Title I Statement of Assurances [Upload 1 document(s)] |  <u>FY25 Title I Statement of Assurances</u> | |
| Optional Documents | | |
| Type | Document Template | Document/Link |
| Current MOU/MOA with Head Start [Upload up to 1 document(s)] |  <u>FY25 Current MOU/MOA with Head Start</u> | |

Jackson County Public Schools (500) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title IA PRC 050

A grant award letter has not yet been generated.

Jackson County Public Schools (500) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title IIA PRC 103

☐ By checking this box the LEA is waiving allocation for this grant or submitted a budget in error and acknowledges that doing so could result in the reallocation of these funds, to another Program Report Code (PRC) or LEA/charter.

| LEA | PRC | Budget Number | Rounding Option | Change To Plan | Indirect Cost |
|-----|------|---------------|-----------------|----------------|---------------|
| 500 | 0103 | 0 | No | No | 3.86% |

| Fiscal Information | | NCDPI Finance | LEA Budget |
|---------------------------|--|---------------|--------------|
| Allotment Type: | | DPI Allotment | |
| Allotment Amount: | | \$173,021.00 | \$173,021.00 |
| Carryover Amount: | | \$0.00 | \$0.00 |
| Allotment Plus Carryover: | | \$173,021.00 | \$173,021.00 |
| Total Budgeted: | | \$173,021.00 | |
| Total Remaining: | | \$0.00 | \$0.00 |

Current Budget Status

| Budget Status | Date of Status | Modified by |
|---------------|---------------------|----------------|
| Received | 08/22/2024 08:10 AM | Admin, NCCCCIP |

☐ Budget History







☒ Show Data Sent to LEA

| Date | Status | Sent to LEA | Modified By | Accounting Data | Line Seq. | Comments |
|-------------------|----------|-------------|----------------|-----------------|-----------|----------|
| 8/22/2024 8:10 AM | Received | | Admin, NCCCCIP | | | |

☒ Highlight Amended Rows









[Download Budget Data](#)

00000 - Jackson County Public Schools

| View | Type | Funding | Purpose | Object | Department | Level | Cost Center | Project | Budget Amount | Amendment Amount | Revised Amount | Change Justification | DPI Comments |
|---|-------|---------|---------|--------|------------|-------|-------------|---------|---------------|------------------|----------------|----------------------|--------------|
|  | Other | 35 | 51100 | 03120 | 000 | 00 | 000 | 00000 | \$15,000.00 | \$0.00 | \$15,000.00 | | |
|  | Other | 35 | 51100 | 03130 | 002 | 00 | 000 | 00000 | \$12,000.00 | \$0.00 | \$12,000.00 | | |
|  | Other | 35 | 51100 | 03320 | 000 | 00 | 000 | 00005 | \$7,000.00 | \$0.00 | \$7,000.00 | | |
|  | Other | 35 | 51100 | 03520 | 000 | 00 | 000 | 00000 | \$15,000.00 | \$0.00 | \$15,000.00 | | |
|  | Other | 35 | 51100 | 04110 | 000 | 00 | 000 | 00000 | \$17,709.47 | \$0.00 | \$17,709.47 | | |
|  | Other | 35 | 81000 | 03920 | 000 | 00 | 000 | 00000 | \$5,979.93 | \$0.00 | \$5,979.93 | | |

Total: \$72,689.40 \$0.00 \$72,689.40

81000 - Jackson County Public Schools

| View | Type | Funding | Purpose | Object | Department | Level | Cost Center | Project | Budget Amount | Amendment Amount | Revised Amount | Change Justification | DPI Comments |
|---|--------|---------|---------|--------|------------|-------|-------------|---------|---------------|------------------|----------------|----------------------|--------------|
|  | Salary | 35 | 61100 | 01130 | 000 | 00 | 000 | 00000 | \$58,467.47 | \$0.00 | \$58,467.47 | | |
|  | Other | 35 | 61100 | 01840 | 000 | 00 | 000 | 00000 | \$1,461.69 | \$0.00 | \$1,461.69 | | |
|  | Other | 35 | 61100 | 02110 | 000 | 00 | 000 | 00000 | \$4,585.00 | \$0.00 | \$4,585.00 | | |
|  | Other | 35 | 61100 | 02210 | 000 | 00 | 000 | 00000 | \$14,407.00 | \$0.00 | \$14,407.00 | | |
|  | Other | 35 | 61100 | 02310 | 000 | 00 | 000 | 00000 | \$5,667.00 | \$0.00 | \$5,667.00 | | |
|  | Other | 35 | 61100 | 02320 | 000 | 00 | 000 | 00000 | \$1,170.00 | \$0.00 | \$1,170.00 | | |
|  | Other | 35 | 61100 | 03120 | 000 | 00 | 000 | 00000 | \$10,000.00 | \$0.00 | \$10,000.00 | | |
|  | Other | 35 | 61100 | 03320 | 000 | 00 | 000 | 00000 | \$3,000.00 | \$0.00 | \$3,000.00 | | |

Total: \$98,758.16 \$0.00 \$98,758.16

86000 - Jackson County Public Schools

| View | Type | Funding | Purpose | Object | Department | Level | Cost Center | Project | Budget Amount | Amendment Amount | Revised Amount | Change Justification | DPI Comments |
|---|-------|---------|---------|--------|------------|-------|-------------|---------|---------------|------------------|----------------|----------------------|--------------|
|  | Other | 35 | 51100 | 03120 | 000 | 00 | 000 | 00000 | \$1,573.44 | \$0.00 | \$1,573.44 | | |

Total: \$1,573.44 \$0.00 \$1,573.44

Grant Details

Jackson County Public Schools (500) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title IIA PRC 103

"LEA" = District, Charter School or Lab School

\$ 80,283.79 * Carryover (Estimated as of June 30th)

☐ The LEA is using 100% of Title II funds for Flexibility or Transferability or both. Therefore no further questions need to be completed on this page.

1. Activities (SEC. 2102(b)(2)(A))

* Provide a description of the Title II activities to be carried out by the LEA under this section and how these activities will be aligned with the challenging North Carolina academic standards. List of activities includes everything Title II funded through the LEA (personnel, activities, professional development, mentors, etc.).

Funds will be used to support beginning teacher development, to support teachers growing their practice or adding principal licensure through tuition reimbursement opportunities, providing a curriculum coordinator to assist all schools with strengthening the PLC process and coaching support, and providing opportunities for staff to participate in high quality professional development. Through these supports staff in JCPS will gain additional content and pedagogical knowledge to increase student proficiency of rigorous NC academic standards. By growing our pool of licensed administrators we are also growing staff competent in evaluating rigorous NC academic standards.

2. Professional Growth and Improvement (SEC. 2102(b)(2)(B))

* Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

JCPS provides a beginning teacher support program, including new teacher induction, mentoring, coaching through district support and quarterly meetings. We support experienced teachers and administrators through various forms of professional development, including conferences, workshops, professional learning communities, tuition reimbursement, and monthly administrative team meetings. Our district contracts with WRESA, FRIDAY Institute, and Western Carolina University to provide varying levels of support and professional development for staff. Professional development opportunities are aligned with district initiatives: Multi-Tiered Systems of Support, Positive Behavior and Intervention Support, personalized learning and professional learning communities.

3. Comprehensive and Targeted Support and Improvement Prioritization (SEC. 2102(b)(2)(C))

☐ Check here if you are a Charter or Lab School or an LEA without CSI/TSI schools

* By checking the box, the LEA assures that funds will be prioritized to schools served that are implementing comprehensive support and improvement under section 111(d) and have the highest percentage of children counted under section 1124(c).

* Provide a description of how the LEA will prioritize funds to schools served that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 111(d) and have the highest percentage of children counted under section 1124(c).

JCPS Six schools in JCPS are designated as TSI schools and each of those schools are provided coaching through NCSTAR and their staff are prioritized for professional development with Title II funds. The JCPS curriculum team collaborates to be sure faculty from TSI schools are invited and encouraged to attend applicable trainings

4. Use of Data and Ongoing Consultation to Update and Improve Activities (SEC. 2102(b)(2)(D))

* Provide a description of how the LEA will use data and ongoing consultation to continually update and improve activities supported under Title II Part A. The district will use data throughout the year to reevaluate school improvement goals and evaluate district initiative implementation. Benchmark assessments (including K-3 reading assessments, K-2 math assessments, math assessments, reading assessments, and science assessments) will be used for evaluating student progress, determining student remediation needs, and driving curriculum and instruction. Additional screening tools for math and social-emotional well-being are also used as part of the JCPS MTSS plan. Data assessment review teams will meet throughout the year to each school to evaluate performance and growth according to school improvement goals and initiate professional development to meet the needs found through the review team.

5. Direct Administrative Costs (SEC. 4105 (c))

☒ ☐ Check here if the LEA is not charging direct administrative costs to the Title II grant.

* Describe any proposed use of funds for the direct administrative costs of carrying out the Title II grant responsibilities.

The District Director of Professional development and Teacher Growth is funded. This position works with all schools to meet the goals of the Title II grant.

6. Equitable Services Expenditures

Determine the amount required for Title II, Part A equitable services to private school teachers and other educational personnel now that this amount must be determined based on the district's total Title II, Part A allocation.

* Do you have Private school(s) participating?

☐ No (also includes Charter/Lab schools as this question does not apply)

☒ Yes

A. Number of Students

| | | |
|--|---|-------|
| A1: LEA K-12 Enrollment (number should match ESSR) | * | 3,487 |
| A2: Participating Private Schools K-12 Enrollment | * | 32 |
| A3: Total Enrollment = A1 + A2 | | 3,519 |

B. Title II, Part A Allotment

| | | |
|---|------|------------|
| B1: Total District Current Year Allotment | * \$ | 173,021.00 |
| B2: All (Direct and Indirect) Administrative Costs (for public and private school programs) | * \$ | 0.00 |
| B3: Amount Remaining = B1 - B2 | \$ | 173,021.00 |

C. Per Pupil Rate

C1: B3 divided by A3

\$

49.17

D. Equitable Services

Amount district must reserve for equitable services for private school teachers and other educational personnel = A2 multiplied by C1

\$

1,573.44

Title II Flexibility

Jackson County Public Schools (500) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title IIA PRC 103

"LEA" = District, Charter School or Lab School

Flexibility

* Did your LEA receive the Small, Rural School Achievement (SRSA) from the US Department of Education for the current school year?



Yes



No

Title II Transferability

Jackson County Public Schools (500) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title IIA PRC 103

"LEA" = District, Charter School or Lab School


Transferability

☐ Check here if the LEA does not intend to transfer Title II funds into another Title(s) (and therefore does not need to complete any other questions on this page).

Related Documents

Jackson County Public Schools (500) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title IIA PRC 103

| Required Documents | | |
|---|---|---------------|
| Type | Document Template | Document/Link |
| Title II-A Statement of Assurances [Upload 1 document(s)] |  FY25 Title II-A Statement of Assurances | |

| Optional Documents | | |
|---|--|---------------|
| Type | Document Template | Document/Link |
| Title IIA Budget (State-Operated Programs only!) [Upload up to 5 document(s)] |  FY25 Title IIA Budget Form (State-Operated Programs only!) | |

Jackson County Public Schools (500) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title IIA PRC 103

A grant award letter has not yet been generated.

Jackson County Public Schools (500) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title III-Language Acquisition PRC 104

☐ By checking this box the LEA is waiving allocation for this grant or submitted a budget in error and acknowledges that doing so could result in the reallocation of these funds, to another Program Report Code (PRC) or LEA/charter.

| LEA | PRC | Budget Number | Rounding Option | Change To Plan | Indirect Cost |
|-----|------|---------------|-----------------|----------------|---------------|
| 500 | 0104 | 0 | No | No | 3.86% |

| Fiscal Information | | NCDPI Finance | LEA Budget |
|---------------------------|--|---------------|-------------|
| Allotment Type: | | DPI Allotment | |
| Allotment Amount: | | \$34,484.00 | \$34,484.00 |
| Carryover Amount: | | \$0.00 | \$0.00 |
| Allotment Plus Carryover: | | \$34,484.00 | \$34,484.00 |
| Total Budgeted: | | | \$34,484.00 |
| Total Remaining: | | \$0.00 | \$0.00 |

Current Budget Status

| Budget Status | Date of Status | Modified by |
|---------------|---------------------|----------------|
| Received | 08/22/2024 08:10 AM | Admin, NCCCCIP |

☐ Budget History

☒ Show Data Sent to LEA

| Date | Status | Sent to LEA | Modified By | Accounting Data | Line Seq. | Comments |
|-------------------|----------|-------------|----------------|-----------------|-----------|----------|
| 8/22/2024 8:10 AM | Received | | Admin, NCCCCIP | | | |

☒ Highlight Amended Rows

[Download Budget Data](#)

00000 - Jackson County Public Schools

| View | Type | Funding | Purpose | Object | Department | Level | Cost Center | Project | Budget Amount | Amendment Amount | Revised Amount | Change Justification | DPI Comments |
|------|-------|---------|---------|--------|------------|-------|-------------|---------|---------------|------------------|----------------|----------------------|--------------|
| | Other | 35 | 52700 | 03320 | 000 | 00 | 000 | 00000 | \$2,100.00 | \$0.00 | \$2,100.00 | | |
| | Other | 35 | 52700 | 04110 | 000 | 00 | 000 | 00000 | \$2,000.00 | \$0.00 | \$2,000.00 | | |
| | Other | 35 | 52700 | 04180 | 000 | 00 | 000 | 00000 | \$13,572.00 | \$0.00 | \$13,572.00 | | |
| | Other | 35 | 53300 | 03120 | 000 | 00 | 000 | 00000 | \$5,000.00 | \$0.00 | \$5,000.00 | | |
| | Other | 35 | 81000 | 03920 | 000 | 00 | 000 | 00000 | \$1,200.39 | \$0.00 | \$1,200.39 | | |
| | Other | 35 | 82000 | 03990 | 000 | 00 | 000 | 00000 | \$2,161.21 | \$0.00 | \$2,161.21 | | |

Total: \$26,033.60 \$0.00 \$26,033.60

33700 - Jackson County Public Schools

| View | Type | Funding | Purpose | Object | Department | Level | Cost Center | Project | Budget Amount | Amendment Amount | Revised Amount | Change Justification | DPI Comments |
|------|--------|---------|---------|--------|------------|-------|-------------|---------|---------------|------------------|----------------|----------------------|--------------|
| | Salary | 35 | 52700 | 01210 | 000 | 00 | 000 | 00000 | \$5,594.40 | \$0.00 | \$5,594.40 | | |
| | Other | 35 | 52700 | 02110 | 000 | 00 | 000 | 00000 | \$428.00 | \$0.00 | \$428.00 | | |
| | Other | 35 | 52700 | 02210 | 000 | 00 | 000 | 00000 | \$1,345.00 | \$0.00 | \$1,345.00 | | |
| | Other | 35 | 52700 | 02310 | 000 | 00 | 000 | 00000 | \$971.00 | \$0.00 | \$971.00 | | |
| | Other | 35 | 52700 | 02320 | 000 | 00 | 000 | 00000 | \$112.00 | \$0.00 | \$112.00 | | |

Total: \$8,450.40 \$0.00 \$8,450.40

Grant Details

Jackson County Public Schools (500) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title III-Language Acquisition PRC 104

☒ The allotment for this grant is carryover only.

1. Allowable Purposes for Title III Funds (SEC. 3115(a)(1-4))

* Indicate below the activities the LEA will implement to improve the education of English learners and immigrant children and youth by assisting the children to learn English and meet the challenging State academic standards. Check each box that applies; check at least one item.

- ☒ Developing and implementing new language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth, including early childhood education programs, elementary school programs, and secondary school programs.
- ☐ Carrying out highly focused, innovative, locally designed activities to expand or enhance existing language instruction educational programs and academic content instruction programs for English learners and immigrant children and youth.
- ☐ Implementing, within an individual school, schoolwide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth.
- ☐ Implementing, within the entire jurisdiction of a local educational agency, agency-wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth.

Note: Approaches and methodologies must be effective for teaching English Learners, immigrant children and youth inmeeting challenging State academic standards.

2. Parent, Family and Community Engagement. (SEC. 3115(c)(3)(A) & (B) and SEC. 3116(b)(3))

* Select how your organization will promote parent, family, and community engagement in the education of English learners (EL) that will enhance or supplement the EL program being used in your organization. (Check one or more boxes as applicable)

- ☒ Engage families of EL students and community in academic support sessions
- ☒ Provide translators to support EL families during family engagement activities
- ☒ Provide opportunities for family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children

☒ Other (provide narrative)

3. Equitable Share for Private Schools

Determine the amount required for Title III (PRC 104), equitable services to private school teachers and other educational personnel now that this amount must be determined based on the district's total Title III (PRC 104), allocation.

* Do you have Private school(s) participating?

☒ No (also includes Charter/Lab schools as this question does not apply)

Grant Award Notification (GAN)

Jackson County Public Schools (500) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title III-Language Acquisition PRC 104

A grant award letter has not yet been generated.

Budget

Jackson County Public Schools (500) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title IV-Student Support and Academic Enrichment (SSAE) PRC 108

☐ By checking this box the LEA is waiving allocation for this grant or submitted a budget in error and acknowledges that doing so could result in the reallocation of these funds, to another Program Report Code (PRC) or LEA/charter.

| LEA | PRC | Budget Number | Rounding Option | Change To Plan | Indirect Cost |
|-----|------|---------------|-----------------|----------------|---------------|
| 500 | 0108 | 0 | No | No | 3.86% |

| Fiscal Information | | NCDPI Finance | LEA Budget |
|---------------------------|--|---------------|-------------|
| Allotment Type: | | DPI Allotment | |
| Allotment Amount: | | \$94,122.00 | \$94,122.00 |
| Carryover Amount: | | \$0.00 | \$0.00 |
| Allotment Plus Carryover: | | \$94,122.00 | \$94,122.00 |
| Total Budgeted: | | \$94,122.00 | |
| Total Remaining: | | \$0.00 | \$0.00 |

Current Budget Status

| Budget Status | Date of Status | Modified by |
|---------------|---------------------|----------------|
| Received | 08/22/2024 08:11 AM | Admin, NCCCCIP |

☐ Budget History

☒ Show Data Sent to LEA

| Date | Status | Sent to LEA | Modified By | Accounting Data | Line Seq. | Comments |
|-------------------|----------|-------------|----------------|-----------------|-----------|----------|
| 8/22/2024 8:11 AM | Received | | Admin, NCCCCIP | | | |

☒ Highlight Amended Rows

Download Budget Data

00000 - Jackson County Public Schools

| View | Type | Funding | Purpose | Object | Department | Level | Cost Center | Project | Budget Amount | Amendment Amount | Revised Amount | Change Justification | DPI Comments |
|--------|-------|---------|---------|--------|------------|-------|-------------|---------|---------------|------------------|----------------|----------------------|--------------|
| | Other | 35 | 51100 | 03120 | 000 | 00 | 000 | 00000 | \$2,132.00 | \$0.00 | \$2,132.00 | | |
| | Other | 35 | 58300 | 04110 | 000 | 00 | 000 | 00000 | \$13,440.00 | \$0.00 | \$13,440.00 | | |
| | Other | 35 | 58300 | 04180 | 000 | 00 | 000 | 00000 | \$2,500.00 | \$0.00 | \$2,500.00 | | |
| | Other | 35 | 58600 | 03120 | 000 | 00 | 000 | 00000 | \$900.00 | \$0.00 | \$900.00 | | |
| | Other | 35 | 81000 | 03920 | 000 | 00 | 000 | 00000 | \$3,162.51 | \$0.00 | \$3,162.51 | | |
| | Other | 35 | 82000 | 03990 | 000 | 00 | 000 | 00000 | \$8,965.49 | \$0.00 | \$8,965.49 | | |
| Total: | | | | | | | | | \$31,100.00 | \$0.00 | \$31,100.00 | | |

33200 - Jackson County Public Schools

| View | Type | Funding | Purpose | Object | Department | Level | Cost Center | Project | Budget Amount | Amendment Amount | Revised Amount | Change Justification | DPI Comments |
|--------|--------|---------|---------|--------|------------|-------|-------------|---------|---------------|------------------|----------------|----------------------|--------------|
| | Salary | 35 | 51100 | 01210 | 000 | 00 | 000 | 00000 | \$43,104.00 | \$0.00 | \$43,104.00 | | |
| | Other | 35 | 51100 | 02110 | 000 | 00 | 000 | 00000 | \$3,297.00 | \$0.00 | \$3,297.00 | | |
| | Other | 35 | 51100 | 02210 | 000 | 00 | 000 | 00000 | \$10,362.00 | \$0.00 | \$10,362.00 | | |
| | Other | 35 | 51100 | 02310 | 000 | 00 | 000 | 00000 | \$5,397.00 | \$0.00 | \$5,397.00 | | |
| | Other | 35 | 51100 | 02320 | 000 | 00 | 000 | 00000 | \$862.00 | \$0.00 | \$862.00 | | |
| Total: | | | | | | | | | \$63,022.00 | \$0.00 | \$63,022.00 | | |

Grant Details

Jackson County Public Schools (500) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title IV-Student Support and Academic Enrichment (SSAE) PRC 108

"LEA" = District, Charter School or Lab School

☐ The LEA is using 100% of Title IV funds for Flexibility or Transferability or both. Therefore no further questions need to be completed on this page.

1. Consultation (SEC. 4106 (c)(1))

The LEA has consulted with the following in the development of the Title IV - Part A application:

- ☒ * Parents
- ☒ * Teachers
- ☒ * Principals
- ☒ * Other school leaders
- ☒ * Specialized instructional support personnel
- ☒ * Students
- ☒ * Community-based organizations
- ☒ * Local government representatives (i.e., law enforcement agency, juvenile court, child welfare agency, public housing agency)
- ☒ Leadership of Indian tribes or tribal organizations located in region served by LEA (where applicable)
- ☐ Others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this subpart

2. Comprehensive Needs Assessment (SEC. 4106(d))

☐ Check box if receiving less than \$30,000 in planning allotment (does not include carryover).

* Date(s) Comprehensive Needs Assessment was conducted (required only if receiving \$30,000 or more):

5/1/2024; 8/19/2024; 8/28/2024

3. Partnership(s) (SEC. 4106 (e)(1)(A))

* Describe any partnership(s) with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart.

JCPS regularly and successfully partners with Western Carolina University, Southwestern Community College, Department of Juvenile Justice, Department of Social Services, Harris Regional Hospital, and numerous nonprofit and community-based organizations. We meet regularly with these organizations and request their input and problem-solving strategies. These partnerships strengthen transitions for JCPS students to college and career opportunities and provide community-wide support for students who are involved with risky behaviors or who struggle with social-emotional well-being.

4. Well-Rounded Education (SEC. 4106 (e)(1)(B-D))

☒ LEA receives less than \$30,000 and does not choose to place funds in this section

* A. If applicable, describe how funds will be used for activities related to supporting well-rounded education under Section 4107. (SEC. 4106 (e)(1)(B)) (to include any positions funded using Title IV funds for this activity)

Funds will be used to support additional staff and professional development to provide opportunities for students who are identified as Academically and Intellectually Gifted through focused, organized activities. Hiring the additional staff member to support advanced ELA instruction for AIG students in grades 4 through 8, will lower the ratio of teachers working with gifted students from 1 teacher to 94 students to 1 teacher to 72 students.

Specifically coded to 3.51100.108.01210 and 3.51100.108.03120.000

* B. Describe the program objectives, intended outcomes and how the organization will periodically evaluate the effectiveness of the activities carried out under Section 4106, based on such objectives and outcomes. (SEC. 4106 (e)(1)(E))

The objective of this program is to increase support and offerings for students who are identified as Academically and Intellectually Gifted (AIG). This will be evaluated through calendaring of events offered to students and families of AIG students.

5. Safe and Healthy students (SEC. 4106 (e)(1)(B-D))

☒ LEA receives less than \$30,000 and does not choose to place funds in this section

* A. If applicable, describe how funds will be used for activities related to supporting safe and healthy students under Section 4108. (SEC. 4106 (e)(1)(C)) (to include any positions funded using Title IV funds for this activity)

JCPS MTSS supports the BASC-3 Social Emotional Screener for all schools. Purchasing this supplemental tool in addition a new Social and Emotional Learning Focus curriculum, Character Strong will provide helpful data to form small groups for counseling and to monitor school trends. Funds will also be used to provide Reconnect for Resiliency and ACES training and coaching to staff for teaching children who experience trauma and the best strategies for supporting their social/emotional and academic needs.

Stakeholders are also interested in partnering with local agencies to offer parent/student information about risky behaviors.

Budgeted to 3.5830.108.411, 3.5830.108.418.000, 3.5870.108.312

* B. Describe the program objectives, intended outcomes and how the organization will periodically evaluate the effectiveness of the activities carried out under Section 4106, based on such objectives and outcomes. (SEC. 4106 (e)(1)(E))

The objective of this section is to better prepare staff for the social-emotional needs of students. JCPS is implementing a new supplemental Social and Emotional Learning (SEL) program to support the extensive needs of students that our BASC-3 has identified in previous years as students have struggled throughout the impacts of COVID-19. JCPS also has two staff members certified as trainers for Reconnect or Resiliency who will provide multiple trainings throughout the academic year. We will measure the effectiveness by monitoring staff attendance to training and principal observations of the new SEL curriculum.

6. Effective Use of Technology in schools (SEC. 4109 (e)(1)(B-D))

☒ LEA receives less than \$30,000 and does not choose to place funds in this section

* A. If applicable, describe how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109. (SEC. 4106 (e)(1)(D)) (to include any positions funded using Title IV funds for this activity)

Funds will be used to provide professional development focused on personalized blended learning strategies.
Budgeted as 3.5860.108.312

* B. Describe the program objectives, intended outcomes and how the organization will periodically evaluate the effectiveness of the activities carried out under Section 4106. (SEC. 4106 (e)(1)(E))

The objectives of this section will provide staff training for the most effective strategies to implement personalize blended learning strategies. The outcome will be that staff will implement the strategies they learned. We will evaluate the effectiveness of this through NCEES data collected by principals through teacher observations.

7. Equitable Share for Private Schools

Determine the amount required for Title IV, Part A equitable services to private school teachers and other educational personnel now that this amount must be determined based on the district's total Title IV, Part A allocation.

* Do you have Private school(s) participating?

☒ No (also includes charter/lab schools as this question does not apply)



☐ Yes

Title IV Flexibility

Jackson County Public Schools (500) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title IV-Student Support and Academic Enrichment (SSAE) PRC 108

"LEA" = District, Charter School or Lab School

Flexibility

* Did your LEA receive the Small, Rural School Achievement (SRSA) from the US Department of Education for the current school year?

☐ Yes

☒ No

Title IV Transferability

Jackson County Public Schools (500) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title IV-Student Support and Academic Enrichment (SSAE) PRC 108

"LEA" = District, Charter School or Lab School

Transferability

☐ Check here if the LEA does not intend to transfer Title IV funds into another Title(s) (and therefore does not need to complete any other questions on this page).

* Funds are transferred into the following Title(s) (check all that apply)

☐ Title IA

☐ Title IC

☐ Title ID

☐ Title III

☐ Check here if the LEA plans to transfer the entire allotment.

\$ * If not transferring the entire allotment, indicate the amount of funds transferred.

| | |
|---|---|
| Set Asides | |
| Jackson County Public Schools (500) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title IV-Student Support and Academic Enrichment (SSAE) PRC 108 | |
| Title IV - Part A | |
| 94,122.00 | A. Total Title IV - Part A Planning Allotment |
| \$ | B. Carryover from Previous Year - must be allocated to same Activities section as in prior year's approved plan |
| \$ | C. Total Title IV Allotment |
| Set Asides | |
| \$ | D. Activities to Support Well-Rounded Educational Opportunities (SEC. 4106 (e)(2)(C)) (20% min for allotment = \$30K) |
| \$ | E. Activities to Support Safe and Healthy Students (SEC. 4106 (e)(2)(D)) (20% min for allotment = \$30K) |
| \$ | F. Activities to Support the Effective Use of Technology (SEC. 4106 (e)(2)(E)) (a portion of the allotment) |
| \$ | F1. Of total reserved in F., above, the amount used to purchase technology infrastructure (15% maximum) (SEC. 4109 (b)) |
| \$ | G. Administrative (2% maximum for direct administration from current allotment) (SEC. 4105 (c)) |
| \$ | H. Indirect Costs |
| \$ | I. Total Title IV Set Asides' to total boxes D through H, <u>not including F1</u> . (I = D + E + F + G + H) |

Grant Award Notification (GAN)

Jackson County Public Schools (500) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title IV-Student Support and Academic Enrichment (SSAE) PRC 108

A grant award letter has not yet been generated.

Jackson County Public Schools (500) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Contacts

| Required Contacts | |
|---|------------|
| Type | Contact(s) |
| Funding Application Contact [Select 1 contact(s)] | |

Substantially Approved Dates

Jackson County Public Schools (500) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Substantially Approved Dates

| Grant | Substantially Approved Date |
|--|--------------------------------|
| Title IA PRC 0050 | Not Yet Substantially Approved |
| Title I-D | Not Yet Substantially Approved |
| Title IIA PRC 0103 | Not Yet Substantially Approved |
| Title III-Language Acquisition PRC 0104 | Not Yet Substantially Approved |
| Title IV-Student Support and Academic Enrichment (SSAE) PRC 0108 | Not Yet Substantially Approved |
| Migrant Education Program MEP PRC 0051 | Not Yet Substantially Approved |

Assurances

Jackson County Public Schools (500) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Assurances

The parties referred to in this document are all Federal agencies, including but not limited to the United States Department of Education, the United States Department of Agriculture, the United State Department of Health and Human Services and the United States Department of Labor, all herein referred to as the "DEPARTMENT," and the North Carolina Department of Public Instruction, herein referred to as the "North Carolina Department of Public Instruction", and the local educational agency, herein referred to as the "SUBGRANTEE." The North Carolina Department of Public Instruction may make funds available to the SUBGRANTEE for programs operated by the SUBGRANTEE in accordance with requirements and regulations applicable to such programs. Consistent with 34 C.F.R. Sections 74-85, the SUBGRANTEE assures, if awarded a grant, subgrant, or contract:

1 TITLE I, PART A -- IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES SEC. 1112. [20 U.S.C. 6312] STATEMENT OF ASSURANCES

Assurances are hereby provided to the State Education Agency (SEA) that the Local Educational Agency (LEA) or Charter School will:

- (1) ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
- (2) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
- (3) participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
- (4) coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
- (5) collaborate with the State or local child welfare agency to ensure the educational stability of children in foster care in accordance with section 1112(c)(5);
- (6) make provisions to implement schoolwide and/or targeted assistance programs in accordance with sections 1114 and 1115;
- (7) ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification;
- (8) ensure that any school the local educational agency proposes to serve with funds received under section 1003 will receive all of the State and local funds it would have received in the absence of funds received under section 1003;
- (9) use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds;
- (10) in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a));
- (11) comply with Section 1116 – Parent and Family Engagement;
- (12) comply with Section 1114 and/or 1115 – TAS and SW program requirements; and
- (13) comply with section 1112(e) – Parents right to know.

2 Migrant Education

Assurances are hereby provided to the State Education Agency (SEA) that the Local Education Agency (LEA) or Local Operating Agency (LOA) will:

1. Administer the Migrant Education Project in accordance with all applicable statutes, regulations, and Project Application as required by section 1302, 1303, and 1304.
2. Make provisions for services to eligible children attending Non-Public elementary and secondary schools in accordance with section 1120.
3. Use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for federal funds allotted to the LEA.
4. Select those students as "priority for services" whose education has been interrupted during the school year, and who are failing or at risk of failing to meet the state or local content and student performance standards in accordance with the requirements of section 1304(d).
5. Use state and local funds to provide services in project areas which, taken as a whole, are at least comparable to services being provided in areas which are not receiving funds under this Title.
6. Annually review program effectiveness, in accordance with subsection 1116(a); and make provisions for the implementation of school improvement procedures consistent with subsection 1116(c) and section 1306. *
7. Transfer student records for migrant students who migrate in accordance with the requirements of section 1308.
8. Implement programs, activities and procedures for the involvement of parents consistent with provisions of section 1118.
9. Provide high-quality professional development in accordance with section 1119.
10. Maintain its fiscal effort in accordance with section 9521 of this Act.
11. Retain title and control of property and equipment purchases under this title.
12. Be responsible for repayment of MEP funds in the event of audit exception.
13. Maintain a district-wide salary schedule, as specified in section 1120A(c)(2)(i).
14. Comply with comparability requirements specified in sections 1120A(c)(2), 1114 and 1115.
15. Use federal funds under this part to supplement, not supplant, State and local funds, consistent with section 1120a(b)(1). Note: Evidence of supplement not supplant.

The parties referred to in this document are all Federal agencies, including but not limited to the United States Department of Education, the United States Department of Agriculture, the United States Department of Health and Human Services and the United States Department of Labor, all herein referred to as the "DEPARTMENT," and the North Carolina Department of Public Instruction, herein referred to as the "North Carolina Department of Public Instruction", and the local educational agency, herein referred to as the "SUBGRANTEE." The North Carolina Department of Public Instruction may make funds available to the SUBGRANTEE for programs operated by the SUBGRANTEE in accordance with requirements and regulations applicable to such programs. Consistent with 34 C.F.R. Sections 74-85, the SUBGRANTEE assures, if awarded a grant, subgrant, or contract:

3 Title I, Part D, Subpart I - State Agency

Assurances are hereby provided to the State educational agency (SEA) that the State agency will:

1. Comply with the supplement, not supplant requirement of section 1120A and consistent with section 1415(b).
2. In making services available to children and youth in adult correctional institutions) give priority to such children and youth who are likely to complete incarceration within a 2-year period.
3. Assist in locating alternative programs through which students can continue their education if the students are not returning to school after leaving the correctional facility or institution for neglected or delinquent children and youth.
4. Work with parents to secure parents' assistance in improving the educational achievement of their children and youth, and preventing their children's and youth's further involvement in delinquent activities.
5. Work with children and youth with disabilities in order to meet an existing individualized education program.
6. Notify the child's or youth's local school if the child or youth –
 - is identified as in need of special education services while the child or youth is in the correctional facility or institution for neglected or delinquent children and youth; and
 - intends to return to the local school.
7. Work with children and youth who dropped out of school before entering the correctional facility or institution for neglected or delinquent children and youth to encourage the children and youth to reenter school once the term of the incarceration is completed or provide the child or youth with the skills necessary to gain employment, continue the education of the child or youth, or achieve a secondary school diploma or its recognized equivalent if the child or youth does not intend to return to school.
8. Train teachers and other qualified staff to work with children and youth with disabilities and other students with special needs taking into consideration the unique needs of such students.
9. Coordinate this program with any programs operated under the Juvenile and Delinquency Prevention Act of 1974 (42 U.S.C. 5601 et seq.) or other comparable programs, if applicable.
10. Designate an individual in each affected correctional facility or institution for the neglected or delinquent children and youth to be responsible for issues relating to the transition of children and youth from such facility or institution to locally operated programs
11. Reserve not less than 15 percent and not more than 30 percent of funds under this part for transition services consistent with section 1418.
12. Be responsible for repayment of Title I funds in the event of an audit exception.

4 Title II-A

Assurances are hereby provided to the State Education Agency (SEA) that the Local Education Agency (LEA) will:

1. Title II, Part A funds will be used to supplement and not supplant funds from non-federal sources.
2. Non-public schools in the LEA have been contacted yearly and have been given an equitable opportunity to participate in the planning and development of the programs funded under Title II, Part A for the benefit of children attending non-public schools (LEAs only, N/A for charter schools and SOPs).
3. The LEA, SOP, or charter school will keep records and provide information to the SEA as may be required for fiscal audit and program evaluation consistent with the responsibilities of the SEA under Title II, Part A.
4. Local parents, teachers, administrators, supporting personnel, and other groups as may be deemed appropriate by the LEA, SOP, or charter school have participated systematically in the design, planning, and implementation of the Title II, Part A program.
5. Through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.
6. Funds are targeted to schools that have the lowest proportion of Highly Qualified teachers, have the largest average class size, or are identified for school improvement under Title I, Sections 1116(b), 2122(b)(3); and there is equity in the assignment of Highly Qualified teachers in very high poverty and low poverty schools . *
7. All teachers paid with Title II, Part A funds for class size reduction are Highly Qualified.
8. All new Title I hires are Highly Qualified.
9. The LEA, SOP, or charter school has developed a plan to ensure that all teachers of core academic subjects within the district are Highly Qualified at the time of assignment (Section 1119).
10. The LEA, SOP, or charter school has incorporated and will fully implement procedures if/when it is necessary to hire and/or reassign a teacher who is not Highly Qualified for the grade level(s) and/or subject(s) he or she is assigned to teach.
11. The LEA, SOP, or charter school has established procedures for developing individual teacher plans in case of the assignment of a non-Highly Qualified teacher, mutually agreed upon between the school/district and the teacher, that provide for direct communication between the school/district and individual teachers. The Individual HQ Teacher Plan or a LEA/Charter Approved Form will be used in this process.
12. Parents are informed of their right to request and receive information on the qualifications of their children's teachers (LEAs that receive Title I funding).
13. The applicant will comply with Title VI & VII of the Civil Rights Act of 1964 (race, color, national origin); Section 504 of the Rehabilitation Act of 1973 (handicapped); Title IX of the Education Amendments of 1971 (sex); the Americans with Disabilities Act of 1990 and the Age Discrimination Act of 1975.
14. All materials and supplies are used strictly for instructional purposes and are used to implement programs, projects, and activities for specific staff/professional development.
15. Programs, projects, and activities will be operated in compliance with Title II, Part A legislation and Non-Regulatory Guidance, and with policies and procedures issued by the North Carolina Department of Public Instruction.
16. The LEA, SOP, or charter school is responsible for repayment of Title II, Part A funds in the event of an audit exception."

The parties referred to in this document are all Federal agencies, including but not limited to the United States Department of Education, the United States Department of Agriculture, the United States Department of Health and Human Services and the United States Department of Labor, all herein referred to as the "DEPARTMENT," and the North Carolina Department of Public Instruction, herein referred to as the "North Carolina Department of Public Instruction", and the local educational agency, herein referred to as the "SUBGRANTEE." The North Carolina Department of Public Instruction may make funds available to the SUBGRANTEE for programs operated by the SUBGRANTEE in accordance with requirements and regulations applicable to such programs. Consistent with 34 C.F.R. Sections 74-85, the SUBGRANTEE assures, if awarded a grant, subgrant, or contract:

5 Title III – Language Acquisition (PRC104/PRC111)

Assurances are hereby provided to the State Education Agency (SEA) that the Local Education Agency (LEA) or Charter School will:

1. use payments to be received under Every Student Succeeds Act, Title III and its authorization (20 U.S.C. 6301 et seq., Sections § 3101, 3102, 3111-3116, and 3121-3128) solely for services benefiting English learners, consistent with the purposes, requirements, and other conditions of use as stipulated under this program.
2. § 3115(b) not use more than 2 percent of allotted Title III funds for direct administrative expenses associated in administering this program.
3. § 1112(c)(2) contact yearly, private elementary schools and secondary schools in the local education agency (LEA) in accordance with section § 1117, to have timely and meaningful consultation with private school officials regarding English learner services;
4. § 3116(b)(4)(A) - § (1112)(e)(3)(A-B) provide the following information to parents of English learners not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program via a uniform notification process in a language the parent can understand:
 - a) the reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;
 - b) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
 - c) the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
 - d) how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
 - e) how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
 - f) the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;
 - g) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)); and
 - h) information pertaining to parental rights that includes written guidance—“(I) detailing the right that parents have to have their child immediately removed from such program upon their request; “(II) detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and “(III) assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity.

SPECIAL RULE APPLICABLE DURING THE SCHOOL YEAR.—For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, the local educational agency shall notify the children's parents during the first 2 weeks of the child being placed in a language instruction educational program consistent with subparagraph (A).

5. § 3116(b)(4)(B) not be in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections § 3125 and § 3126. The participation of this district or school in this program will be conducted in accordance with all federal, state, and local laws and all requirements set forth in policies and procedures as issued by the North Carolina Department of Public Instruction.
6. § 3116(b)(4)(C) consult with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing the Title III program.
7. § 3116(b)(4)(D) if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
8. § 3116(c) All teachers in a Title III language instruction educational program for English learners are fluent in English and any other language used for instruction. Each eligible entity receiving a subgrant under section § 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
9. abide by all assurances published under the above law with regard to all statutes related to nondiscrimination and other compliance features listed in the federal Standard Form 424B as revised for Non-Construction Programs, the federal Certification Regarding Lobbying, and the Federal Certification Regarding Drug-Free and Tobacco-Free Workplace Requirements.
10. § EDGAR 76.730 maintain on file, all supporting documents for expenditures under Title III, in the business office of the school district in an orderly manner to permit expenditures audit and will be made available to appropriate officials upon request.
11. comply with Title VI, Section 601, of the Civil Rights Act of 1964 (race, color, national origin); Section 504 of the Rehabilitation Act of 1973 (handicapped); Title IX of the Education Amendments of 1971 (sex); the Americans with Disabilities Act of 1990 and the Age Discrimination Act of 1975.

6 TITLE IV, PART A, SUBPART 1 – STUDENT SUPPORT AND ACADEMIC ENRICHMENT (SSAE)

Assurances are hereby provided to the State Education Agency (SEA) that the Local Education Agency (LEA), or Consortium of LEAs will:

- A. Prioritize the distribution of funds to schools served by the LEA or consortium of such agencies, that –
 - I. are among the schools with the greatest needs, as determined by such LEA or consortium;
 - II. have the highest percentages or numbers of children counted under section 1124(c);
 - III. are identified for comprehensive support and improvement under section 111(c)(4)(D)(i);
 - IV. are implementing targeted support and improvement plans as described in section 1111(d)(2); or
 - V. are identified as a persistently dangerous public elementary school or secondary school under section 8532;
- B. comply with section 8501 (regarding equitable participation by private school children and teachers);
- C. use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4107;
- D. use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108;
- E. use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the LEA, or consortium of LEAs, will comply with section 4109(b); and
- F. annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of 4106(C) through (E).

The parties referred to in this document are all Federal agencies, including but not limited to the United States Department of Education, the United States Department of Agriculture, the United States Department of Health and Human Services and the United States Department of Labor, all herein referred to as the "DEPARTMENT," and the North Carolina Department of Public Instruction, herein referred to as the "North Carolina Department of Public Instruction", and the local educational agency, herein referred to as the "SUBGRANTEE." The North Carolina Department of Public Instruction may make funds available to the SUBGRANTEE for programs operated by the SUBGRANTEE in accordance with requirements and regulations applicable to such programs. Consistent with 34 C.F.R. Sections 74-85, the SUBGRANTEE assures, if awarded a grant, subgrant, or contract:

7 SRSA

Assurances are hereby provided to the State Education Agency (SEA) that the Local Education Agency (LEA) will:

1. Title VI, Part B funds will be used to supplement and not supplant funds from non-federal sources.
2. The LEA will keep records and provide information to the SEA as may be required for fiscal audit and program evaluation consistent with the responsibilities of the SEA under Title VI, Part B.
3. The applicant will comply with Title VI B & VII of the Civil Rights Act of 1964 (race, color, national origin); Section 504 of the Rehabilitation Act of 1973 (handicapped); Title IX of the Education Amendments of 1971 (sex); the Americans with Disabilities Act of 1990 and the Age Discrimination Act of 1975.
4. All federal resources under Title VI B will be used to effectively improve the quality of instruction and student academic achievement.
5. Programs, projects, and activities will be operated in compliance with legislation and Non-Regulatory Guidance of the Title chosen to best assist in raising the district's student academic achievement and/or quality of instruction, as well as any policies and procedures issued by the State Department of Public Instruction.
6. The LEA is responsible for repayment of Title VI Part B funds in the event of an audit exception.
7. An LEA that fails to meet AYP after three years may continue to receive RLIS or SRSA funds only if the LEA agrees to use the funds to carry out the requirements of section 1116 of the ESEA. *
8. All requirements for the funds drawn down and used under this program have met the requirements under statute.

8 RLIS

Assurances are hereby provided to the State Education Agency (SEA) that the Local Education Agency (LEA) will:

1. Title VI, Part B funds will be used to supplement and not supplant funds from non-federal sources.
2. The LEA will keep records and provide information to the SEA as may be required for fiscal audit and program evaluation consistent with the responsibilities of the SEA under Title VI, Part B.
3. The applicant will comply with Title VI B & VII of the Civil Rights Act of 1964 (race, color, national origin); Section 504 of the Rehabilitation Act of 1973 (handicapped); Title IX of the Education Amendments of 1971 (sex); the Americans with Disabilities Act of 1990 and the Age Discrimination Act of 1975.
4. All federal resources under Title VI B will be used to effectively improve the quality of instruction and student academic achievement.
5. Programs, projects, and activities will be operated in compliance with legislation and Non-Regulatory Guidance of the Title chosen to best assist in raising the district's student academic achievement and/or quality of instruction, as well as any policies and procedures issued by the State Department of Public Instruction.
6. The LEA is responsible for repayment of Title VI Part B funds in the event of an audit exception.
7. An LEA that fails to meet AYP after three years may continue to receive RLIS or SRSA funds only if the LEA agrees to use the funds to carry out the requirements of section 1116 of the ESEA. *
8. All requirements for the funds drawn down and used under this program have met the requirements under statute.

9 School Improvement Grant 1003(a)

Assurances are hereby provided to the State Education Agency (SEA) that the Local Education Agency (LEA) will:

1. Begin implementation of interventions aligned with the turnaround principles or implementation of a SIG model in the 2012-13 school year.
2. Utilize the NC Indistar planning tool as a mechanism for continuous improvement aligned to the requirements of both SIG and the ESEA turnaround principles.
3. Provide technical assistance for an identified Priority School focused on strengthening and improving the school's instructional program and based on scientifically based research in the areas of data analysis, identification and implementation of strategies, and budget analysis.
4. Use School Improvement 1003(a) funds as a part of a comprehensive strategy to improve the school(s) and not as an add-on or stand-alone activity.
5. Use funds to supplement and not supplant funds from other non-federal sources.
6. Not reduce other federal funding the school is eligible to receive (e.g., Title I, Part A).
7. Maintain records and provide information to the SEA as may be required for fiscal audits and program evaluations consistent with the responsibilities of the SEA under this program.

- 10 * Beginning with the 2012-2013 school year, due to waivers granted to North Carolina by the US Department of Education to certain provisions of the Elementary and Secondary Education Act (ESEA), state education agencies (SEAs) and local education agencies (LEAs) are 1) no longer required to make determinations of adequate yearly progress (AYP) for schools and LEAs, and 2) no longer required to take certain improvement actions as outlined in ESEA section 1116. For more information on the waivers, see <http://www.ncpublicschools.org/docs/program-monitoring/esea/waiver.pdf>.

| |
|--|
| GAN Information |
| <p>Jackson County Public Schools (500) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Grant Award Notification (GAN)</p> <p>Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at <u>NCDPI School Allotment Section</u>. The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.</p> <p>Below is a list of terms and conditions for the Federal awards managed through the CCIP Grants Management System. These include details related to key statutory and regulatory requirements for each of the programs, the compliance with which is a condition of receiving and utilizing program funds.</p> <p>If you have any questions, please contact Alex Charles, Section Chief for Consolidated West Programs at Alex.Charles@dpi.nc.gov or (984) 236-2796 or Melissa Eddy, Section Chief for Consolidated East Programs at Melissa.Eddy@dpi.nc.gov or (984) 236-2789.</p> |
| <p>Comments: Title I, Part A</p> <p>Federal funds received under this part must be used only to supplement the funds made available from State and local sources, allocated in a Title I neutral manner, for the education of students participating in programs assisted under this part, and not to supplant such funds. This includes funds needed to provide services that are required by law for children with disabilities and English learners.</p> <p>All positions, whether full or part-time must adhere to the requirements of §200.430(i) (Standards for Documentation of Personnel Expenses).</p> <p>Funds used to provide services to preschool-age children must comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).</p> <p>The 12% administrative cost limitation is calculated on end-of-year expenditures, not the budgeted amount.</p> <p>The LEA must maintain records annually documenting compliance with comparability under §1118(c).</p> <p>LEAs must implement meaningful interventions in its schools identified as CSI and TSI.</p> <p>LEA/School Plan(s) should be reviewed annually in accordance with §1112(a)(5).</p> <p>Teachers and paraprofessional qualifications must be documented in compliance with the requirements of §1112(c)(6).</p> <p>Not more than 15% of the funds allocated may carryover for one additional fiscal year. (Excludes allocations of less than \$50,000).</p> <p>ESEA §8101(42) defines "professional development," specifically noting that the professional development activities are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.</p> |
| <p>Comments: Title II, Part A</p> <p>Funds made available under Title II, Part A shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this title.</p> <p>Beginning in the 2018-19 school year, local educational agencies must prioritize schools that are implementing comprehensive support and improvement activities and targeted support and improvement activities under §1111(d).</p> <p>ESEA §8101(42) defines "professional development," specifically noting that the professional development activities are sustained (not stand-alone, 1-day, or</p> |

short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.

Use of Title II, Part A funds on class-size reduction activities must be evidence-based, as defined in §8101(21).

Comments: Title III, PRC 104 & PRC 111

Federal funds made available under this subpart shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English Learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

Comments: Title IV, PRC 108

Funds made available under this subpart shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this subpart.

If organization receives over \$30,000, then at least 20% must be used for well-rounded education, 20% must be used for safe and healthy students, and a portion of the funds used for the effective use of technology.

Comments: Migrant, PRC 051

Funds provided under Title I, Part C shall be used to address the needs of migratory children that are not addressed by services available from other Federal or non-Federal programs, except that migratory children who are eligible to receive services under Title I, Part A may receive those services through funds provided under that part.

All positions, whether full or part-time must adhere to the requirements of §200.430(i) (Standards for Documentation of Personnel Expenses).

Migrant students with Limited English Proficiency may be served with migrant program funds only after the State has met its obligation.

The 20% administrative cost limitation is calculated on end-of-year expenditures, not the budgeted amount.

GAN Organization Data

Jackson County Public Schools (500) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Grant Award Notification (GAN)

* Unique Entity Identifier (UEI):

* Address:

Superintendent

* Name

* Email Address

Key Personnel:

Name

*

Email Address

*



ELEVATE K-12 STATEMENT OF WORK

Name of District: Jackson County Schools
Project Name: Jackson County Schools- Tier 1 New Business - FY25
Prepared by: Stephanie Eastman
Date: 8/20/2024

The Statement of Work is the official description of work to be completed as an extension of the current contract. No changes to the content or number of periods below shall be requested upon signature of this Statement of Work without a change fee, except for changes made more than 2 weeks before the scheduled program start date. The district may add subjects and periods as needed, which will require a revised SOW and result in additional costs to the district as per the contract. Adding subjects does not guarantee the District Curriculum Option.

PROJECT DESCRIPTION - CONTRACT MINIMUM

| School | # of Periods | Type of Class | Grade | Subject | Course | Curriculum Provider | Period Length | Days Per Week | Term | Price/ Period | Total |
|------------------------|--------------|---------------|-------|---------|-------------------------------------|--------------------------|---------------|---------------|-----------|---------------|-------------|
| Jackson County Schools | 1.00 | Tier 1 Core | | Math | Integrated Math II (North Carolina) | Carnegie: Math Solutions | 76 - 90 mins | 5 | Full Year | \$20,925.00 | \$20,925.00 |
| Jackson County Schools | 1.00 | Tier 1 Core | | Math | Integrated Math I (North Carolina) | Carnegie: Math Solutions | 76 - 90 mins | 5 | Full Year | \$20,925.00 | \$20,925.00 |

| School | # of Periods | Type of Class | Grade | Subject | Course | Curriculum Provider | Period Length | Days Per Week | Term | Price/ Period | Total |
|------------------------|--------------|---------------|-------|---------|--------------------------------------|--------------------------|---------------|---------------|-----------|---------------|-------------|
| Jackson County Schools | 1.00 | Tier 1 Core | | Math | Integrated Math III (North Carolina) | Carnegie: Math Solutions | 76 - 90 mins | 5 | Full Year | \$20,925.00 | \$20,925.00 |
| TOTAL: | | | | | | | | | | | \$62,775.00 |

Total Periods: 3.00

Total Price: \$62,775.00

Initial Master Service Agreement Minimum Amount: \$62,775.00

Initial Master Service Agreement Maximum Amount: \$62,775.00

Total Budget Left to Maximum: \$0.00

Additional Amount to Be Invoiced: \$62,775.00

District Representative Initial:

PROJECT SUMMARY

Elevate K-12 will provide live instruction with certified instructors, five days a week (or per district/school schedule), for the grades and content areas identified above for both semesters of the Academic year 2024-2025. By signing below, I verify that I am a representative of the below identified entity and that I have the authority to bind such entity.

ELEVATE K-12 DISTRICT CURRICULUM OPTION

- Elevate K-12 will provide virtual instruction services using the curriculum licensed by the school from the curriculum publisher for the specified courses in this statement of work.
- Elevate K-12 will digitally display the licensed publisher platform to deliver instruction.
- Assessments, assignments and projects administered will be administered in the licensed publisher's platform. Students will complete assigned work in the publisher platform, and teachers will provide grading of student work in the publisher platform.
- Elevate K-12 will adhere to district's internet acceptable use policy when accessing or using district information systems, licensed content, and email for the duration of this statement of work.
- Elevate K-12 will adhere to all agreed upon district data protection policies for the duration of this statement of work.

CLIENT RESPONSIBILITIES

- School will provide Elevate K-12 with access to the licensed publisher platform for all specified content by supplying all teacher login information needed including but not limited to username, password, and account creation (if necessary) at a minimum of two weeks prior to the program start date. In the event this date is missed the school will be defaulted to Elevate K-12's proprietary curriculum for the specified course until credentials are received.
- School will create class rosters in the licensed publisher platform for all classes using the District Curriculum Option, as well as supply students with the necessary access credentials including but not limited to username, password, and account creation (if necessary) at a minimum of two weeks prior to the program start date. In the event this date is missed the school will be defaulted to Elevate K-12's proprietary curriculum for the specified course for a minimum of one unit of instruction, or until credentials are received.
- School will provide their district employee (classroom coach) with access to the licensed publisher platform for all specified content by supplying all teacher login information needed including but not limited to username, password, and account creation (if necessary) at a minimum of two weeks prior to the program start date. In the event this

date is missed the school will be defaulted to Elevate K-12's proprietary curriculum for the specified course for a minimum of one unit of instruction, or until credentials are received.

- It is the responsibility of the school to remove Elevate K-12 teacher access from publisher platform and any ancillary systems at the end of this statement of work agreement and/or upon teacher termination or departure.

Upon receipt of the executed agreement, Elevate K-12 will issue an invoice for the Academic year 2024-2025 for any courses beyond the initial master service agreement.

PROJECT APPROVAL & SIGNATURES

Elevate K-12 & Jackson County Schools

I have reviewed the information contained in this Statement of Work and agree:

Name: _____

Title: _____

Signature: _____

Date: _____

Addendum to Master Services Agreement

This document shall serve as an addendum to the Master Services Agreement dated 07/30/2024 entered into by Jackson County ("Customer") and Edblox, Inc., d/b/a Elevate K-12 ("Company"). Unless otherwise specifically noted in this Addendum, all terms from the original Master Services Agreement shall apply.

This Addendum shall define terms of increasing the programming that Customer has requested Company to provide over and above the originally specified terms in the Master Services Agreement dated 8/7/2024.

Customer has requested Company provide the following program which exceeds the originally contemplated programming for the 2042-2025 academic year. The specifically requested increase in this programming shall not constitute an on-going increase in Scope of Services beyond the term of this specified request.

| | |
|---------------------------|---|
| Schools: | TBD as per completed Statement of Work |
| Program Description: | High-Quality, Live Streaming Instruction for Tier 1 Classes |
| Content and Grade Level: | MS & HS Math as per completed Statement of Work |
| Program Format: | 5 days per Week Following Schools' Bell Schedule |
| Program Launch Date: | August 14, 2024 |
| Program Completion Date: | May 23, 2024 |
| Program Budget / Pricing: | Minimum: \$40,200/ Maximum: 69,900 |

This addendum shall become effective as of the date Customer and Company sign the document. Upon signature, Company shall invoice Customer for the full amount of the agreed upon price for this program and the balance shall be due within 30 days of invoicing.

Signed,

Name
Title
District

Edgar Ho
CFO
Edblox, Inc. d/b/a Elevate K-12

Date

Date

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

Finance Officer

Date



White's IC BUS



2024 IC 72 Pass A/C in Dash Activity Bus

Date: 07/09/24

| | |
|----------------|--|
| Prepared For: | Josh Francis |
| Customer Name: | Jackson County Schools |
| Address: | 439 Webster Rd Sylva NC 28779 |
| Email | jfrancis@jpsmall.org |

2024 IC 72 Pass A/C in dash Activity Bus,

| Description: | |
|--|---------------------|
| 2024 IC 72 pass w Activity Bus A/C Dash 4 CSRS Seats | |
| Cummins Engine/Allison Transmission | |
| Corrison Package | |
| Air Disc Brakes | |
| AM/FM/CD Radio System | |
| Storage Space Underbody 17 3/4HX 24" D X 56" L | |
| Cummins Integral Engine Exhaust Brake | |
| Solid Color Body White with Black Lettering | |
| Total Price: | \$156,162.00 |
| | |
| | |
| | |
| | |
| | |
| | |

*No Seatbelts

*No Luggage Racks

If you should have any questions, please contact me at 336-942-6244.

We appreciate the opportunity.

Sincerely,

Jeff Morre
Customer Service Rep
White's IC Bus

SMHS Baseball and Softball Lights Funding sources

The desire for both our SMHS ballfields to have lights is a long-standing need for JCPS and the community. As it stands, our softball team plays at the Webster ballfield. Though we would like to have that field on our campus, it does not look like that would occur anytime in the next several years. Therefore, we should move forward with this action item. In the event that the softball field is eventually moved to the SMHS campus, this lighted Webster ballfield would continue to be a resource for our community.

Therefore, I ask for your approval to use the following funds to purchase lights for the SMHS baseball field and the Webster softball field.

\$573,575: Right-of-Way purchase of SMHS property along 107. This was accepted and approved by this board on April 23, 2024. Since the funds are for SMHS property, it is acceptable to use for improvements for SMHS.

\$10,679: Fundraised specifically for SMHS ballfields.

\$108,020: State Athletic Capital funds awarded to JCPS. This funding source would be used ONLY if all other funds are exhausted.

**STATE OF NORTH CAROLINA
AGREEMENT**

This Agreement is by and between the Jackson County Board of Education ("School"), the Jackson County Sheriff's Office ("Sheriff's Office") and Jackson County ("County").

WITNESSETH

The parties agree as follows:

1. The term of this Agreement is July 1, 2024, through June 30, 2025.
2. Sheriff's Office will assign a sworn deputy as an SRO to Smoky Mountain High School, Blue Ridge Early College/Blue Ridge School, Jackson Community School, Fairview Elementary School, Cullowhee Valley Elementary School, Scotts Creek Elementary School, and Smokey Mountain Elementary School and ensure assigned SROs go through initial SRO training and annual in service through NC Sheriff's Training and Standards and obtain SRO State certification.
3. Sheriff's Office Responsibilities
 - a) Provide fully trained and equipped SROs for each school, listed herein, during the entire school day on each day school is in session for students.
 - b) In accordance with N.C.G.S. § 115C-332.1, Sheriff's Office shall annually ensure all employees in direct interaction or contact with School students are not listed on any North Carolina or National sex offender registries. Any person listed on such registries shall not be allowed to provide services in School under any circumstances.
 - c) Subject to mutual agreement and availability, provide a deputy at certain school sponsored activities occurring at school after the student instructional day. Activities include, but are not limited to, athletic events, drama performances, band activities, chorus and/or orchestra concerts. Generally, deputies assigned as SROs will cover their assigned schools, and receive compensatory time off for the extra duty hours worked during the work week as allowed by law.
 - d) Act swiftly and cooperatively with school personnel to respond to school disruptions and criminal offenses occurring at school and on school property including but not limited to, crimes required to be reposted by the Principal to Law Enforcement pursuant to NCGS 115C-288(g), trespassers, possession and use of weapons on campus, the illegal sale and/or distribution of controlled substances, and riots.
 - e) Provide traffic control and direction, on an as needed basis, at the beginning and end of the student day at the school to which each SRO is assigned.
 - f) Designate a supervisor to train, manage, supervise and evaluate the performance of the assigned SROs.

In the event an SRO is absent from work for any reason, the Sheriff's Office will send a deputy to a school in an emergency but is not required to be on school campus for the entire school day.

- g) Assign an SRO to up to three schools hosting summer sessions or programs.
- h) Provide three SROs for High School Fall Varsity Football games, two SROs for all High School Winter Varsity Basketball games, and one SRO for all High School Spring Baseball and Softball games. In addition, provide one SRO for ten additional athletic events, as arranged by mutual agreement with School, per year. Events exceeding these must be compensated by School, in accordance with Paragraph 5b.
- i) Enforce state and local criminal laws. At no time shall the SRO be "assigned" or otherwise perform the school administrative function of investigating student misconduct complaints.
- j) Investigate criminal activity committed on school property and provide information to School Administration regarding off-campus crime which may be relevant to the operation of a school.
- k) When possible, and as determined by the SRO under the circumstances, the SRO will notify School Administration prior to removing a student or staff member from school property. If notice is not possible prior to arrest or removal, the SRO will notify School Administration of an arrest or removal as soon as possible. All questions from parents regarding the arrest or removal of students from school property will be forwarded to the SRO. The SRO will notify a parent(s) or guardian of any student under 18, arrested or removed from school.
- l) Counsel students in situations, such as students suspected of engaging in criminal misconduct, when requested by School Administration, or by the parents of a student; however, School agrees Sheriff's Office has the authority to take any law enforcement action deemed appropriate.
- m) Attend School staff meetings at the beginning of school year and monthly safety meetings.
- n) Designate, expend and utilize the funds paid by the School pursuant to this Agreement to employ, train, evaluate, supervise, and provide employee benefits, uniforms, equipment and other operating and administrative expenses to and for one (1) SRO for each school agreed upon herein.

4. School Responsibilities

- a) Pay County for the salaries and benefits of three full-time SROs, one of which is a Sergeant. County will invoice School in one lump sum on or about October 1, 2024.

School shall pay the invoice within 30 days of receipt.

Pay \$35.00 per hour, with a three-hour minimum, for additional deputy sheriff coverage at Schools athletic events not covered in this Agreement. Sheriff's Office will provide 2 ½ hours of SRO coverage for each Middle or Elementary School Athletic evening games, to include Soccer, Volleyball, Basketball, Baseball, and Softball, not to exceed 25 events per school year at each elementary and middle school. After 25 events, School agrees to pay the amount contained within this paragraph.

- b) School shall annually assess, in conjunction with the Sheriff's Office, the SRO program. School assessment of the SRO program is merely advisory, the Sheriff's Office retains the final authority to assess the performance of assigned SROs. An annual report will be prepared summarizing the actions taken by SROs. This report may be presented to the Superintendent and/or the Board of Education no later than July 1 of each year and will be used for assessing the program and assessing future needs related to school safety and the SRO program.
- c) If a school administrator's investigation of student misconduct uncovers evidence of a crime listed in NCGS 115C-288(g), the school administrator will notify the SRO, the student's parent/guardian and the superintendent. Nothing herein is intended to prohibit a school administrator or other employees from reporting any other crime that occurs at school or a school activity to the SROs.
- d) Access to Education Records
 - i. School agrees to allow an SRO to inspect and copy any public records maintained by the school including student directory information.
 - ii. In the event of an emergency student health or safety concern related to School, assigned SROs have access to basic student information through NCSIS. The information includes: student name, address, phone number, date of birth, parent contact information and student pick up information. SRO login access to NCSIS information cannot be shared with Sheriff's Office employees or assigned SROs assigned to other schools.
 - iii. Sheriff's Office, including SROs, may not inspect and/or copy confidential student education records except in situations where immediate disclosure is necessary to protect the health or safety of students or other individuals.
 - iv. In the event confidential student education records are required in an emergency, School will disclose only the information necessary for the SRO to respond to the emergency situation.
 - v. In the event Sheriff's Office seeks confidential student records, and no emergency situation exists, School will release the requested confidential student record in accordance with the Family Educational Rights and Privacy Act (FERPA) and its

implementing regulations. After ensuring compliance with FERPA, assigned SROs and JCPS officials may share a student's confidential educational records and juvenile records in accordance with NCGS 78-3001 and the NCGS 7B-3100.

5. Communication between Parties

- a) In the performance of their duties, SROs shall coordinate and communicate with the Principal or the Principal's designee of the school to which they are assigned.
- b) Assigned SROs shall keep the Principal informed of all crimes or reported crimes occurring on school property or at school activities occurring off campus involving students assigned by the JCPS to the school in which the SRO is assigned.
- c) The SRO should orally or telephonically notify the Principal or the Principal's designee prior to removing a student or staff member from school property. If notice is not possible prior to arrest or removal, the SRO should notify the Principal or the Principal's designee of such arrest or removal as soon as possible after the arrest or removal and preferably on the same day of such arrest or removal. All questions from parents regarding the arrest or removal of students from school property will be forwarded to the SRO.
- d) The SRO will notify the parent(s) of any minor student arrested or removed from school due to the commission of a crime.

6. Deputies, including all SRO's, are employees of the Sheriff's Office and are subject at all times to the administration, supervision and control of the Sheriff's Office. Sheriff's Office retains sole authority to hire, discharge, and discipline SROs, but agrees supervisor(s) of assigned SROs may consult with the Principal regarding performance of SROs. Sheriff's Office shall be responsible to pay assigned SROs and supervisor(s) a salary and to provide any and all employment benefits in accordance with the applicable salary schedules and employment practices of the Sheriff's Office. Sheriff's Office shall provide Worker's Compensation for SROs and supervisors when assigned and on duty at extracurricular and/or extra-class activities occurring within the Schools.

7. SROs and supervisor(s) are subject to any and all policies and practices of the Sheriff's Office.

8. Assigned SROs work a full year and, during the school year, shall work the same calendar schedule as teachers. Sheriff's Office agrees to assign an SRO to up to three schools hosting summer school sessions or programs that the SRO shall perform their normal duties during the summer school session or other mutually agreed upon programs.

9. SROs will not transport students or others in personal vehicles under any circumstances. SROs will transport students in law enforcement vehicles only related to arrest, detention, or otherwise within Sheriff's Office policy or procedures. SROs will not transport students to student's homes as a result of parents' refusals to retrieve a student from

school.

10. If a school official has reasonable suspicion that a search of a student or a student's possessions will uncover evidence the student has violated or is violating the law, Board policy or school rules, the school official may search the student in accordance with School policy. When requested by School Administration, the SRO, to the extent allowed by Sheriff's Office procedures, will assist with the search in order to protect the safety of all persons involved in the search. If the search uncovers evidence of a crime, the evidence will be handled by the SRO. If an assigned SRO suspects that a search of a student or a student's possessions will uncover evidence the student has violated or is violating either the law, Board policy or school rules, the SRO will report their suspicions to a school administrator. The school administrator will determine whether to search the student.
11. Procedures
 - a) Sheriff's Office agrees to provide School and each school serviced by an assigned SRO a copy of its Standard Operating Procedures relevant to investigation, interrogation, and arrests.
 - b) School agrees to provide to the Sheriff's Office and each assigned SRO and designated supervisor a copy of its procedures regarding the investigation, interrogation, and discipline of students and employees for acts of misconduct in violation of school board policy and state and federal law.
 - c) Sheriff's Office agrees that SROs will not ask any School employee to give parental consent for student interviews conducted at school in relation to outside law enforcement investigations, if such consent is necessary, because School employees cannot lawfully provide such consent. All questions from parents regarding interviews of students related to outside law enforcement investigations will be referred to the SRO assigned to the school for response to the extent allowed by applicable law.
 - d) To the extent possible, Sheriff's Office agrees that SROs will work with the schools to avoid disruptions to the academic process incident to investigations, interrogations and arrest.
 - e) All law enforcement actions and interventions to protect the safety of others will be consistent with all applicable laws, regulations, and policies. Use of force may be implemented pursuant to Sheriff's Office procedures and protocol as well as applicable laws. The SRO will, whenever possible, advise the Principal before requesting additional law enforcement assistance on campus.
12. School, Sheriff's Office, SROs and fire safety officials will cooperate in the implementation of procedures in the event of a bomb threat. School Administration must report any bomb threat to the Superintendent and the SRO.

13. School Administration must notify the SRO in all cases involving the possession, use, sale or distribution of alcohol or controlled substances on school property or at school activities. School Administration will turn over any alcohol, controlled substances or suspected controlled substances confiscated on school property or at a school activity to the SRO for proper handling. Sheriff's Office has sole discretion in determining whether to file a juvenile petition or seek a criminal warrant is in the discretion of the SRO. Based on availability, Sheriff's Office will provide a K-9 Unit at no additional cost to School.
14. In the event a riot or civil disorder occurs on a school campus, to the extent practicable, the School Administration and the SRO will discuss and agree upon a response to the situation. School and Sheriff's Office representatives will jointly respond to questions from the news media, parents, and other members of the public as soon as order is restored. If deemed necessary by School or Sheriff's Office officials, the media and the public may be restricted to an area off campus or on campus away from the disturbance until order is restored. If practical, the SRO will consult with School Administration regarding the need or decision to arrest and/or remove students and other persons from the campus. However, the SRO or other law enforcement official has the authority to arrest and remove any person who commits a crime based on law.
15. Jackson County and School each agree to purchase and maintain in full force and effect during the term of this agreement a general comprehensive liability insurance policy with coverage in an amount of not less than One Million and No/100 Dollars (\$1,000,000.00) for any acts or omissions that occur or claims made during the term of this Agreement.
16. To the extent allowed by law, each party agrees to hold the other, its employees, elected officials, representatives and/or agents, free, harmless and fully indemnified from and against any and all claims, suits or causes of action arising from or in any way out of the performance of the duties of the parties pursuant to this Agreement.
17. School and, Sheriff's Office and County, independent of one another and shall have no other relationship. Neither party shall have, or hold itself out as having, the right or authority to bind or create liability for the other by its intentional or negligent act or omission, or to make any contract or otherwise assume any obligation or responsibility in the name of or on behalf of the other party. Nothing herein shall waive the right of School, Sheriff's Office or County, or any of their respective employees to assert applicable immunities in the event of any lawsuit, including but not limited to sovereign immunity, governmental immunity, qualified immunity and/or public official immunity.
18. This Agreement shall be governed by and construed in accordance with the laws of the North Carolina, venue Jackson County.
19. Notice pursuant to this Agreement must be (i) hand delivered or (ii) sent certified mail, return receipt requested, postage pre-paid, to the following:

To School: Dr. Dana L. Ayers
Superintendent, Jackson County Public Schools 398 Hospital Road

Sylva, NC 28779
Phone: 828-586-2311

To Sheriff's Office: Sheriff Doug Farmer
Sheriff of Jackson County 399 Grindstaff Cove Road Sylva, NC
28779
Phone: 828-586-8901

To County: Kevin King
Jackson County Manager 401 Grindstaff Cove Road Sylva,
NC28779
Phone: 828-586-4055

20. Any amendment to this Agreement must be in writing and executed by all parties.
21. A party has the right to terminate this Agreement at any time if another party breaches any material term or condition of this Agreement and fails to cure the breach within thirty (30) days after written notice of default is received by the other party.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed the day and year first written above.

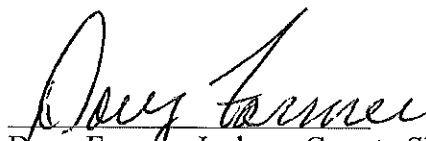
JACKSON COUNTY BOARD OF EDUCATION

Dr. Dana L. Ayers, Superintendent

JACKSON COUNTY


Kevin King, County Manager

JACKSON COUNTY SHERIFF'S OFFICE


Doug Farmer, Jackson County Sheriff

SIGNATURES CONTINUE ON NEXT PAGE

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

School Finance Officer

Date

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

County Finance Officer

Date

Memorandum of Agreement

Between

Communities In Schools of North Carolina Services Group, LLC

(Jobs for North Carolina's Graduates)

And

Jackson County Public Schools

I. Background and Introduction.

This document defines the responsibilities of Communities In Schools of North Carolina Services Group, LLC, a North Carolina nonprofit limited liability company whose sole member is Communities In Schools of North Carolina, Inc. (CISNC), a North Carolina nonprofit corporation exempt from federal taxation pursuant to Section 501(c)(3) of the Internal Revenue Code and Jackson County Public Schools. The following agreement is designed to ensure the delivery of effective programs.

CISNC's Jobs for North Carolina's Graduates Program pairs wraparound supports with a small group of students to foster readiness for careers and post-secondary education. The goal is to effectively keep students in school through graduation and expose them to careers in their communities to spark workforce readiness. By providing 11 and 12th graders with curriculum-based classroom instruction plus an additional 12 months of post-graduation follow-up, students stay in school and move on to the training needed to find a rewarding career.

II. Communities In Schools of North Carolina Service Group, LLC will:

Deliver the Jobs for North Carolina's Graduates program in a designated classroom setting, in partnership with Jackson County Schools, to identify students as outlined in the JNCG (Jobs for North Carolina's Graduates)- School District MOU attached at Appendix A.

III. Jackson County Public Schools will:

For 2024-2025, Jackson County Schools will be billed monthly in equal increments to provide \$30,000 at each of two sites for a total of \$60,000. JNCG services will be provided at Jackson Community School and Blue Ridge Early College.

IV. Relationship of Parties.

The JNCG Specialists are employees of CISNC. All receive program supervision by CISNCSG, LLC.

V. Recordkeeping.

CISNCSG, LLC understands and agrees that all records it maintains as part of this program including, but not limited to, any student documentation or data must and will be maintained in accordance with all federal and state laws and regulations as well as district/school board policies.

VI. Insurance.

CISNC agrees to maintain general liability, professional liability, sexual abuse/molestation, and worker's compensation insurance for all CISNC employees, who perform services in connection with CISNC's obligations hereunder.

VII. Duration.

The term of this partnership shall be one year from the date of execution and shall be renewed each year unless one of the parties notifies the other of its intent to terminate this partnership in writing, at least 90 days (about 3 months) prior to the commencement of the school year covered by such renewal term.

VIII. Waiver of Breach.

The waiver of CISNC or school district named herein of any breach of a provision of this Agreement shall not operate or be construed as a waiver of any subsequent breach by the parties.

IX. Notice.

All notices, requests, demands, payments, or other communication hereunder shall be deemed to have been duly given if in writing and hand delivered or sent by certified or registered mail, return receipt requested, to the appropriate address indicated below or to such other address as may be given in a notice sent all parties hereto:

If to CISNC: 222 N. Person Street, STE 203
Raleigh, NC 27601

X. Entire Agreement.

This Agreement supersedes all other understandings and agreements, either oral or in writing, between the parties hereto with respect to the subject matter hereof and constitutes the sole and only agreement between the parties with respect to said subject matter. Each party to this Agreement acknowledges that no representations, inducements, promises, or agreements, oral or otherwise, have been made by any party or by anyone acting on behalf of any party, which are not embodied herein, and that no agreement, statement, or promise not contained in this Agreement shall be valid or binding or of any force or effect.

XI. Severability.

If any one or more of the provisions contained in this Agreement shall be held by a court of competent jurisdiction to be invalid, illegal, or unenforceable in any respect for any reason, that invalidity, illegality, or unenforceability shall not affect any other provisions here of, and this Agreement shall be construed as if that invalid, illegal, or unenforceable provision had never been contained herein.

XII. Parties Bound.

The terms, promises, covenants, and agreements contained in this Agreement shall apply to, be binding upon, and inure to the benefit of the parties hereto and their respective successors and assigns; provided, however, that this Agreement may not be assigned by a party without the prior written consent of the other party.

XIII. Captions.

Captions to the Sections of this Agreement are inserted solely for the convenience of the parties, are not a part of this Agreement, and in no way define, limit, extend or describe the scope thereof or the intent of any of the provisions.

XIV. Applicable Law.

This Agreement shall be governed by and construed in accordance with the internal laws of the State of North Carolina without regard to principles of conflict of laws. Any controversy or dispute arising out of or relating to this Agreement shall be settled exclusively in the courts (federal and state) situated in the North Carolina, Wake County. The parties consent to personal jurisdiction in the State of North Carolina and in the courts thereof for the enforcement of this Agreement and waives any rights he may have under the law of any jurisdiction to object on any basis (including, without limitation, inconvenience of forum) to jurisdiction or venue within the State of North Carolina for purposes of litigation to enforce this Agreement.

XV. Counterparts; Signatures.

This Agreement may be executed in any number of counterparts, each of which when so executed and delivered shall be deemed to be an original. Any signature delivered via facsimile or other electronic means shall be deemed an original signature hereto.

Communities In Schools of North Carolina Services Group, LLC

Jill Cox, President/CEO of CISNC,
Communities In Schools of North Carolina Services Group, LLC

Date _____

Jackson County Public Schools

Dr. Dana Ayers, Superintendent
Jackson County Public Schools

Date: _____

MEMORANDUM OF UNDERSTANDING

between

Communities In Schools of North Carolina (Jobs for North Carolina's Graduates) and Jackson County Public Schools

WHEREAS, this Memorandum of Understanding, between **Communities In Schools of North Carolina Services Group-CISNCSG, LLC** and **Jackson County Public Schools - here in referred to as the District**, outlines the elements of a partnership to successfully implement and sustain Job for North Carolina's Graduates Multi-Year Dropout Prevention Programs developed by Jobs for America's Graduates (JAG).

WHEREAS, JNCG is financed using a braided funding stream including, corporate and foundation contributions, state funds and participating school funds and/or in-kind contributions. JNCG creates business, industry and education partnerships committed to achieve the mission of JAG to ensure that at-risk high school students remain in high school, attain employability skills through classroom and work-based learning experiences during high school, graduate and receive twelve (12) months of follow-up services by the JNCG Specialist. In the follow-up period, JNCG participants are successfully transitioned into a career and/or pursue a postsecondary education to enhance career entry and advancement.

WHEREAS, the JNCG Program is based on the JAG Model, the Multi-Year Dropout Prevention Program Application serves high school students during one or more years in high school (9th through 12th grades) and for an additional twelve (12) months of post-graduation follow-up services.

WHEREAS, the six (6) primary performance goals of the JAG Model in serving students are results-oriented and measurable at the end of the 12-month follow-up period:

| | |
|--|-----------------------|
| Graduation | 90% of Seniors |
| Employment | 60% of Graduates |
| Full Time Employment (30 hours) | 60% of those employed |
| Total Full-Time Positive Outcome | 75% of Graduates |
| Further Education Rate: All Post-Secondary Credentials/Certification, Apprenticeships-Enrolled or Completed) | 35% of Graduates |
| Unable to Contact Rate | Less than 5% |

AG National has instituted a new set of goals for non-seniors. These five of five goals are listed below:

| | |
|--|-----|
| High School Transition/Matriculation to the next grade | 90% |
| Improvement in Attendance Rate | 70% |
| Academic Improvements | 90% |
| Reduction in Discipline Referrals | 60% |
| Reduction in one or more barriers | 90% |

Appendix A

The process goals are measurable in grades 9-12:

- daily recording of information and data using JAG Force to assure accuracy.
- reduction in the number of absences compared to the previous year.
- improvement in GPA compared to the previous year.
- reduction in the number of suspensions and expulsions compared to the prior year.
- reduction in disciplinary actions.
- participation in the student-led Career Association.
- achieve gain scores in comparing JAG knowledge pre-tests and post-tests.
- involvement in no less than ten (10) hours of community service per month.
- enrollment in summer school to overcome any deficiencies as needed.
- a return to school rate of 80% (as measured in September of each year);
- reduction in the number of barriers while enrolled in the Multi-Year Program.
- achieve the minimal number of contact hours per school year.
- satisfactory scores on any high stake's tests including the following examples-JNCG post-tests, state exams, ACT, and ACT Work Keys.

WHEREAS, the JAG Force National Data Management System provides tracking of students served, services delivered, and outcomes achieved. Statewide and school performance outcomes are used in JAG's National Accreditation Process. JAG-State Organizations and JAG-Local Affiliates must receive standard accreditation to remain in good standing. It may be the third year of operation before performance goals are achieved.

WHEREAS, the partners are committed to providing world-class school-to-career and/or dropout prevention programs, a process of continuous improvement will be implemented and maintained throughout the JNCG-accredited program.

WHEREAS, the responsibilities of the state organization, Communities In Schools Services Group, LLC, include:

1. Establish a Jobs for America's Graduates, Inc. (JAG) accredited Multi-Year Dropout Prevention Program at the high school through a mutually beneficial partnership between JNCG and the school district and high school committed to achieving the performance goals previously stated.
2. Maintain an active, involved oversight body to provide leadership in the implementation, operation, and continuous improvement of programs in North Carolina which satisfy the accreditation standards of the JAG Program Model.
3. Develop a positive working relationship within local communities, including employers, high schools, postsecondary or technical schools, and community service organizations for promoting and establishing local JAG accredited programs in accordance with the JAG Program Model.
4. Provide technical assistance and training to the JNCG Specialist and other key staff of the participating school on the successful implementation and operation of a JAG accredited program. Provide access and assistance to appropriate data and information for program participants:
 - Access to any student information system such as Power School or any system database to collect all relevant data and information for students that

Appendix A

are enrolled in the CIS program. This can be accomplished directly through secured log-in and/or by the CISNC staff member requesting it through the proper channels and the information being made available to them. This information will only be requested on students who have signed parent consent forms on file (CISNC parent consent meets FERPA). *As requested, CISNC will provide the documentation required by the North Carolina Department of Public Instruction for third-party data sharing.*

- Provide student scores for pre- and post- tests and help track student grades, attendance, and behavior. (No information will be collected without parent consent.)
5. Provide access to electronic JAG Model Books (including a SPECIALIST HANDBOOK, CAREER ASSOCIATION HANDBOOK, and NATIONAL CURRICULUM MODULES) and other program materials, publications, and national communications to the participating school. The cost of these materials is included in the program costs.
 6. Provide staff development experiences for the JNCG Specialist to assure understanding of the JAG Model and the Senior School-to-Career and/or Multi-Year Dropout Prevention Program Applications. Share best practices through planned local and state staff development activities and by attending the annual JAG National Training Seminar and Pre-NTS Workshops are held annually in July.
 7. Provide staff support and conduct periodic school quality assurance reviews and consulting visits to give encouragement, support, and feedback to the Specialist. Provide a periodic review of documentation required of a JAG accredited program committed to tracking students, services, and outcomes throughout a one to four year and 12-month follow-up period. Every 1-2 years, JAG will conduct a site review and prepare an accreditation report for review by the JNCG oversight body, funding sources, management team and participating schools and Specialists.
 8. Sponsor the annual JNCG State Career Development Conference, utilizing input from students, Specialists, and members of the JNCG oversight body.
 9. Conduct periodic school visits and reviews and assist JAG in its accreditation process to ensure conformity with the performance standards as promulgated by JNCG and JAG.

WHEREAS, the responsibilities of the school District and Jackson Community School and Blue Ridge Early College include:

1. Collaboratively select a full-time, mutually acceptable, teacher qualified to fulfill the responsibilities of the JNCG Specialist. The JNCG Specialist takes personal responsibility for students with a goal of no less than 35 and no more than 55 students who are most at-risk of leaving school before graduation and/or becoming unemployed or underemployed after graduation.
2. Provide any support necessary to make this program successful. Provide direct or in-kind contributions such as contributing support services including the use of

Appendix A

appropriate classroom space, furnished office space, computer with internet connectivity, utilities, telephone, fax machine, printer, copier, etc.

3. Provide the JAG Model Program in a regularly scheduled class or classes for credit. Follow-up services will be provided to each graduate including employer marketing, job development and placement services for twelve (12) months post-graduation. Non-graduates will receive follow-up services that will result in completion of requirements for a high school diploma or a GED certificate.
4. Establish an in-school Advisory Committee to assist the JNCG Specialist in recruiting, screening, and selecting students most in need of services delivered in Multi-Year Dropout Prevention Programs and provide on-going support for students and the JNCG program.
5. At a minimum, the committee will include one representative from administration, counseling staff, the faculty and the JNCG Specialist. Ideally a business representative would also be on the committee. The Advisory Committee and Specialist are mutually responsible for recruiting, screening, and selecting students who satisfy JAG criteria to receive the in-school and follow-up services of the program.
6. Provide scheduled time to access students during the school year and cumulative records to identify, screen, select, and enroll qualified students in the JAG Model-accredited program.
7. Provide for the scheduling of students and adequate contact time.
8. Provide for the coordination of the JNCG program with other school programs and services where appropriate. Access to any student information system such as Power School or any system database to collect all relevant data and information for students that are enrolled in the JNCG program. This can be accomplished directly through a secure log-in or by the CISNC staff member requesting it through the proper channels and the information being made available to them. In addition to teacher access for the classroom purposes it is recommended that the Specialist has some additional access to information in Power School such as Guidance Counselor 2 to track historical grades, certifications, and attendance. This information will only be requested on students who have assigned parent consent forms on files. (Parent consent meets FERPA.)
9. Enable students to attend statewide Leadership and Career Development Conferences held in the State of North Carolina and provide transportation for students to attend these events.
10. Provide academic credit toward graduation to those students who successfully complete the JNCG program that includes no less than nine (9) months in year-long classes or (5) months in semester classes of in-school and twelve (12) months of follow-up services. The Multi-Year Dropout Prevention Program may serve students in the 11th and 12th grades plus 12 months of follow-up services.
11. Support JNCG's efforts to involve parents, family, employers, and community to meet the needs of JNCG's students that will keep them in school through graduation

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and ensure full cooperation and participation during the post-graduation follow-up period.

12. Work with JNCG's Specialist to provide performance evaluations of the Specialist and assistance to achieve full compliance to the JAG Program Model standards.
13. Provide mandatory release time for the JNCG Specialist to perform mandatory off campus employer marketing, job development, and placement responsibilities. Active face-to-face contacts with employers are essential to a successful Multi-Year Dropout Prevention Programs. The school will also facilitate attendance at mandatory staff meetings, the annual JAG National Training Seminar and Pre-NTS Workshops and the National Student Leadership Conference
14. Provide adequate school-based supervision to ensure that the JNCG Specialist fulfills the responsibilities of this Memorandum of Understanding and achieves the performance standards of the JAG Program Model and requirements of any funding sources.
15. Provide feedback to JNCG that will result in the continuous improvement of the program to maintain accreditation by Jobs for America's Graduates.

WHEREAS, the responsibilities of **Jobs for America's Graduates** (JAG) include:

1. Provide technical assistance and training to the JNCG State Director upon request.
2. Provide full access to copyrighted JAG model books and curriculum modules, operational guides, administrative manuals, JAG Force National Data Management System, etc. Network members can access electronic files of all JAG documents through the Private Documentation System behind the firewall at the JAG web site— www.jag.org.
3. Provide JNCG Specialists with staff development opportunities through attendance at the annual JAG National Training Seminar and Pre-NTS Workshops at a reasonable registration fee.
4. Assist the JNCG management team and JNCG Specialists with full implementation of JAG Force National Data Management System designed to track students, services, and outcomes for the purpose of determining the effectiveness of the program based on specific performance standards. JAG-State Organizations and JAG-Local Affiliates have access to the Electronic National Database that produces management information for decision-making and program and staff evaluation purposes.
5. Conduct accreditation of the JNCG State Organization to ensure conformity with process and performance standards as promulgated by JAG.
6. Make available the protected trademark, "Jobs for America's Graduates," and associated emblem and copyrighted materials related to and limited to the periods in which the program is delivered in a manner consistent with the mission and goals of the JAG Program Model and terms of this Memorandum of Understanding.

PARTNERSHIP COMMITMENT

This Memorandum of Understanding is for the 2024-2025 school year.

The partners mutually agree that the JAG Model program will operate within the principles, policies, procedures, and JAG standards as outlined in this document and agreed to by the participating school, Communities In Schools of North Carolina, The North Carolina JAG Affiliate, and Jobs for America's Graduates (JAG).

It is mutually agreed that efforts will be made to continue the JAG accredited program in subsequent school years based on:

- the availability of funding
- an adequate number of students to make the program cost-effective
- attainment of JAG Model performance goals
- mutual satisfaction with the program based on this Memorandum of Understanding.



Memorandum of Agreement

Between

Communities in Schools of North Carolina Services Group, LLC

And

Jackson County Public Schools

I. Background and Introduction

This document defines the responsibilities of Communities In Schools of North Carolina Services Group, LLC (CISNCSG), a North Carolina nonprofit limited liability company whose sole member is Communities In Schools of North Carolina, Inc., a North Carolina nonprofit corporation exempt from federal taxation pursuant to Section 501(c)(3) of the Internal Revenue Code and Jackson County Public Schools (JCPS). The following agreement is designed to assist CISNCSG, LLC and ECPS in the delivery of effective programs.

CISNCSG, LLC facilitates the evidence-based CIS Model of student supports and establishes partnerships between service agencies, corporations, foundations, and the community. The goal is to effectively address the academic and non-academic resources that at-risk, low-income and/or disadvantaged youth need to succeed in obtaining an education and graduating from high school on time. Through integrated student supports and interventions provided by CISNCSG, LLC, partnerships are built, bringing comprehensive resources, interventions, and supports focused on impacting attendance, behavior, coursework, college/career readiness, parental engagement, and student engagement onto the school campus and/or virtually in alignment with the school's goals. CISNCSG, LLC uses existing resources efficiently and leverages funding to effectively provide age- and grade-level appropriate interventions and supports to positively impact outcomes in attendance, behavior, coursework, college/career readiness, parental involvement, and social emotional growth student engagement.

When CISNCSG, LLC develops partnerships with high-quality local service providers who bring their services to school sites, the ultimate result is permanent institutional change, ensuring positive outcomes for students now and in the future. CISNC staff and school staff can form a multi-disciplinary team to offer at-risk students and their families access to the interventions and supports needed to solve social, educational, health, and emotional challenges impeding student success. This service delivery system emphasizes the principles of connectedness, accountability, and teamwork.

II. Communities In Schools of North Carolina Services Group, LLC will:

1. Provide one staff person at each assigned school to serve as the Student Support Specialist. They will be the point of contact and serve as liaison to the school administrators & staff, organizations, and volunteers alongside our Program Directors.
2. Student Support Specialists (SSS) will work full-time (11 months from August 1, 2024 - June 30, 2025). **CIS is responsible for funding the remaining portion of the Student Support Specialists' salary and benefits.** A CISNC SSS will provide the CIS Model at Smokey Mountain Elementary School.
3. Provide timely and consistent communication regarding problems or issues in the effective delivery of interventions and support.
4. Provide integrated student supports and opportunities for the school to access services for students, teachers, and families. Interventions and supports are based on the ABC³+P (Attendance, Behavior, Coursework, College/Career Readiness + Parent/Family engagement) framework:
 - Attendance interventions and supports
 - Behavior interventions and supports, including around student engagement
 - Coursework interventions and supports through evidence-based programming
 - College/Career Readiness programs and events
 - Parental engagement programs and supports
 - Referrals to appropriate social services and other providers
 - Brokering services to meet student basic needs

Further, these interventions and supports will be provided in the following contexts:

Tier 1: Large group services (school-wide interventions and supports) that are preventive in nature and typically reach 75 percent of students at the school and are offered a minimum of four times during the academic year.

Tier 2 and Tier 3: Targeted and sustained intervention and support that are provided to at least 40 students based on the population and needs of each school; each case-managed student will have an individualized student support plan. At a minimum, these plans include basic demographic information, assessed risk factors and assets, individualized goals/objectives (outcomes); interventions and supports, resources to be provided; and a timeline for providing the services or resources.

5. Conduct school and student needs assessment to create outcomes and determine metrics to be collected to evaluate and facilitate progress toward the school improvement plan's goals. At a minimum and as applicable, CISNCSG, LLC measures case-managed student outcomes in the following areas: promotion, graduation, attendance, behavior, coursework, and social emotional learning.

6. Gather data for outcome measurement and goal planning.
7. Design, monitor and adjust the program plan for the year.
8. Promote all partners on marketing materials as appropriate.
9. Provide access and assistance to appropriate data and information for program evaluation.
10. Ensure proper data-sharing and confidentiality agreements are signed between all parties receiving personally identifiable information (PII).
11. In collaboration with school leadership, and based on identified needs and available resources, CISNCSG, LLC will develop a comprehensive School Support Plan to fully implement the evidence-based CIS model. At a minimum, the plan will include:
 - a. Site demographic data
 - b. Overall student needs to be addressed
 - c. Measurable objectives related to each identified need
 - d. A description of the Tier 1 interventions and supports to be implemented
 - e. A description of the Tier 2 interventions and supports to be implemented
 - f. A description of the Tier 3 interventions and supports to be implemented
 - g. A description of how interventions and supports will be monitored and adjusted, as appropriate; and
 - h. A description of data collection and reporting procedures.
12. Quarterly narrative reports will be provided to the principal and the school support team served by CISNCSG, LLC.

III. Jackson County Public Schools will:

1. Provide a staff person as point of contact and to serve as liaison to CISNCSG, LLC. This designee will establish and maintain regular communication between CISNCSG, LLC and the District as necessary to carry out the collaborative effort set forth by this Memorandum. The designee will assist CISNCSG, LLC in communicating with the District by, for example, (i) identifying the appropriate department and persons to work with CISNCSG, LLC to carry out necessary collaborative efforts, and taking such other steps as are reasonably necessary to facilitate such collaboration, (ii) assisting CISNCSG, LLC in cultivating and maintaining a cooperative working relationship between the appropriate District departments and CISNCSG, LLC in support of utilizing community resources offered to the District for students at-risk and their families, and (iii) provide regular feedback regarding the performance of Student Support Specialists and the support team from CISNCSG.
2. Provide timely and consistent communication regarding problems or issues.
3. Engage the CISNC, LLC Student Support Specialist as a member of the school support team.

4. Provide access and assistance to appropriate data and information for program participants:

- Access to any student information system such as Power School or any system database to collect all relevant data and information for students that are enrolled in the CIS program. This can be accomplished directly through secured log-in and/or by the CISNC staff member requesting it through the proper channels and the information being made available to them. This information will only be requested on students who have signed parent consent forms on file (CISNC parent consent meets FERPA).
As requested, CISNC will provide the documentation required by the North Carolina Department of Public Instruction for third-party data sharing.
- Provide student scores for pre- and post- tests, and provide assistance with tracking student grades, attendance and behavior. (No information will be collected without parent consent.)

5. Relating to the evaluation of the impact of the CIS Model, the District will:

- Provide timely access to appropriate data and information for program evaluation, including, but not limited to data required to answer research questions for both participating and non-participating (comparison group) students. With the exception of student ID for matching purposes, data will be de-identified.
- Work with CISNC's research partners (Research Triangle Institute (RTI) to de-identify and secure student-level data.

6. Agree to support the focus efforts within ABC³+P framework (attendance, behavior, coursework, college/career readiness, and parental engagement).

7. Provide background checks for CISNCSG, LLC volunteers placed in the schools.

8. Engage CISNC-recruited volunteers in meaningful ways at the school.

9. Support the ethical mandate that student confidentiality is a CISNC policy.

10. Promote CISNC on marketing materials.

11. Compensate CISNCSG of 24,000.00, divided into equal monthly installments, to offset the costs of services rendered in accordance with this agreement. The source(s) of these funds are: Local, Title I, Title IX, etc.

CISNCSG shall submit a monthly invoice to:, [Contact Name and contact information here>](#).

IV. Relationship of Parties:

The Student Support Specialists are employees of CISNC. All receive program supervision by CISNC, LLC.

V. Recordkeeping:

CISNC, LLC understands and agrees that all records it maintains as part of this program including, but not limited to, any student documentation or data must and will be maintained in accordance with all federal and state laws and regulations as well as district/school board policies.

VI. Insurance

CISNC agrees to maintain general liability, professional liability, sexual abuse/molestation, and worker's compensation insurance for all CISNC employees, who perform services in connection with CISNC's obligations hereunder.

VII. Duration

The term of this partnership shall be one year from the date of execution and shall be renewed each year unless one of the parties notifies the other of its intent to terminate this partnership in writing, at least 90 days prior to the commencement of the school year covered by such renewal term.

VIII. Waiver of Breach.

The waiver of CISNC or school district named herein of any breach of a provision of this Agreement shall not operate or be construed as a waiver of any subsequent breach by the parties.

IX. Notice.

All notices, requests, demands, payments, or other communication hereunder shall be deemed to have been duly given if in writing and hand delivered or sent by certified or registered mail, return receipt requested, to the appropriate address indicated below or to such other address as may be given in a notice sent all parties hereto:

If to CISNC:

222 N. Person Street, STE 203

Raleigh, NC 27601

X. Entire Agreement.

This Agreement supersedes any and all other understandings and agreements, either oral or in writing, between the parties hereto with respect to the subject matter hereof and constitutes the sole and only agreement between the parties with respect to said subject matter. Each party to this Agreement acknowledges that no representations, inducements, promises, or agreements, oral or otherwise, have been made by any party or by anyone acting on behalf of any party, which are not embodied herein, and that no agreement, statement, or promise not contained in this Agreement shall be valid or binding or of any force or effect.

XI. Severability.

If any one or more of the provisions contained in this Agreement shall be held by a court of competent jurisdiction to be invalid, illegal, or unenforceable in any respect for any reason, that invalidity, illegality, or unenforceability shall not affect any other provisions hereof, and this Agreement shall be construed as if that invalid, illegal, or unenforceable provision had never been contained herein.

XII. Parties Bound.

The terms, promises, covenants, and agreements contained in this Agreement shall apply to, be binding upon, and inure to the benefit of the parties hereto and their respective successors and assigns; provided, however, that this Agreement may not be assigned by a party without the prior written consent of the other party.

XIII. Captions.

Captions to the Sections of this Agreement are inserted solely for the convenience of the parties, are not a part of this Agreement, and in no way define, limit, extend or describe the scope thereof or the intent of any of the provisions.

XIV. Applicable Law.

This Agreement shall be governed by and construed in accordance with the internal laws of the State of North Carolina without regard to principles of conflict of laws. Any controversy or dispute arising out of or relating to this Agreement shall be settled exclusively in the courts (federal and state) situated in the North Carolina, Wake County. The parties consent to personal jurisdiction in the State of North Carolina and in the courts thereof for the enforcement of this Agreement and waives any rights he may have under the law of any jurisdiction to object on any basis (including, without limitation, inconvenience of forum) to jurisdiction or venue within the State of North Carolina for purposes of litigation to enforce this Agreement.

XVI. Counterparts; Signatures.

This Agreement may be executed in any number of counterparts, each of which when so executed and delivered shall be deemed to be an original. Any signature delivered via facsimile or other electronic means shall be deemed an original signature hereto.

Communities In Schools of North Carolina Services Group, LLC

Jill Cox, President and CEO
Communities in Schools of North Carolina Services Group, LLC

Date: _____

Jackson County Public Schools

Dr. Dana Ayers, Superintendent
Jackson County Public Schools

Date: _____

Needs-Based Public School Capital Fund

2024-25 Grant Application

Application Deadline: September 13, 2024

Rev. 7/30/2024

NEEDS-BASED PUBLIC SCHOOL CAPITAL FUND FY2024-25 GRANT APPLICATION

PROGRAM CRITERIA

Date: 8/27/24

BACKGROUND

The Needs-Based Public School Capital Fund was established to assist counties with their critical public school building capital needs. Grants from the NBPSCF are funded with revenue from the NC Education Lottery. Grant funds are available to eligible counties for construction of new school buildings and additions, repairs, and renovations of existing school facilities.

APPLICATION TIMELINE

- Guidance Issued July 30, 2024
- Application Opens August 1, 2024
- Application Deadline September 13, 2024

ELIGIBILITY

Counties with an adjusted market value of taxable real property of less than \$40 billion are eligible to apply for a grant under the NBPSCF program. The list of eligible counties is published by DPI annually prior to the NBPSCF application period. The list of eligible counties for FY2024-25 is available here: [FY24-25 Eligibility](#)

Grant funds must be used only for construction of new school buildings and additions, repairs, and renovations. Grant funds cannot be used for real property acquisition or for capital improvements to administrative buildings.

PROGRAM FUNDING

Funding appropriated for NBPSCF Grant awards exceeds \$258 million for FY2024-25.

MATCHING FUNDS

Counties receiving a grant are required to provide local matching funds from county funds, other non-state funds, or a combination of these sources, in accordance with G.S. 115C-546.11.(a). Local matching fund requirements range from 0% to 35% of the grant amount, and are published by DPI annually prior to the NBPSCF application period. The local match requirement applicable to the project is the published local match requirement in effect at the time of the grant award. Local matching requirements for FY2024-25 grant applicants are available here: [FY24-25 Local Matching Requirements](#)

NEEDS-BASED PUBLIC SCHOOL CAPITAL FUND FY2024-25 GRANT APPLICATION

PROGRAM CRITERIA

Date: 8/27/24

MAXIMUM AWARD Grant award maximums are as follows:

- Up to \$42 million for an Elementary School
- Up to \$52 million for a Middle School
- Up to \$62 million for a High School

An applicant may not apply for projects that exceed an aggregate amount greater than the maximum grant award amounts listed above in any single year.

Applications will be reviewed in the context of projected enrollment to evaluate the reasonableness of project size and scope.

REPORTING

Grant recipients are required to submit a report by April 1 of each year, with each grant funds distribution request, and upon completion of the project, detailing: the use of grant funds, progress on the project, and impact of the project on the county's school capital plan.

Grant funds will be disbursed in a series of payments based on the progress of the project. To receive a distribution, the grant recipient must submit a request for distribution, along with documentation of the expenditures for which the distribution is requested, and evidence that the matching requirement has been met. DPI will provide grant recipients with Reporting and Distribution Request forms following announcement of awards.

AGREEMENT

A county receiving Needs-Based grant funds is required to enter into an agreement with the Department of Public Instruction detailing the use of grant funds, in accordance with G.S. 115C-546.12.(a). DPI will provide grant recipients with Agreement Forms following announcement of awards. Signed Agreements are due within 60 days of award announcement.

NEEDS-BASED PUBLIC SCHOOL CAPITAL FUND FY2024-25 GRANT APPLICATION

PROGRAM CRITERIA

Date: 8/27/24

EVALUATION

Applications are evaluated on critical needs, budget detail, and the following criteria per G.S. 115C-546.10.:

| Prioritization | Definition/Calculation/Data Source |
|---------------------------------|---|
| Tier Designation | Counties designated as development tier one areas. (NC Department of Commerce, 2024 NC Development Tier Designations) |
| Ability to Generate Tax Revenue | Total revenue generated by a one-cent per \$100 valuation increase in the county property tax rate. (NC State Treasurer, Analysis of Debt of North Carolina Counties 6-30-2023) |
| Ratio of Debt to Tax Revenue | <u>Debt</u> : Sum of County Debt from [General Obligation Bonds, Installment Purchase Debt, Special Obligation Bonds, QZABs and QSCBs, Certificates of Participation] (NC State Treasurer, Analysis of Debt of North Carolina Counties 6-30-2023) <u>Revenue</u> : Sum of County Revenues from Property Taxes, Other Taxes, and Sales Tax, FY 2022-23 (NC DOR, Statistical Abstract of North Carolina Taxes 2023, Advance Edition) |
| Critical Deficiency | The extent to which a project will address critical deficiencies in adequately serving the current and future student population. |
| Facility Construction | Projects with new construction or complete renovation of existing facilities. |
| Facility Replacement | Projects that will consolidate two or more schools into one new facility. |
| Applicant Status | Counties that have not received a grant in the previous three years. |

NEEDS-BASED PUBLIC SCHOOL CAPITAL FUND FY2024-25 GRANT APPLICATION

CONTACT INFORMATION

Date: 8/27/24

SUBMIT ONE APPLICATION PER SCHOOL CAMPUS – A PROJECT MAY INCLUDE MULTIPLE BUILDINGS

County: Jackson
Primary Contact: Kevin King
Title: County Manager
Address: 401 Grindstaff Cove Rd Sylva NC 28779
Phone: 828-586-4055
email: kevinking@jacksonnc.org

School Unit: Jackson County Public Schools
Primary Contact: Dana Ayers
Title: Superintendent
Address: 398 Hospital Rd Sylva NC 28779
Phone: 828-586-2311
email: dayers@jcpsmail.org

APPLICATION SUBMITTAL

Submit completed applications and supporting materials by Friday, September 13, 2024, via email to:

Nathan Maune | School Facilities Director | 984-236-2919 | SchoolPlanning-NBPSCF@dpi.nc.gov

SUBMITTAL CHECKLIST – SUBMIT ALL FILES IN PDF FORMAT

- Contact Information
- Application Form
- Project Narrative
- Budget Estimate
- Additional Documentation (as appropriate)
- Signed Assurance Page

NEEDS-BASED PUBLIC SCHOOL CAPITAL FUND FY2024-25 GRANT APPLICATION

PROJECT INFORMATION

Date: 8/27/24

Project Title:
Traditional Middle School for Jackson County Public Schools

Location:
Sylva - Jackson County

Type of Facility:
Traditional Middle School - 900 students

Short Description of Proposed School Construction Project:

See attached

See attached

(please attach additional information as necessary)

NEEDS-BASED PUBLIC SCHOOL CAPITAL FUND FY2024-25 GRANT APPLICATION

PROJECT INFORMATION

Date: 8/27/24

Was this project identified in the 5-year plan in the 2020-21 Facility Needs Survey?

☐ YES ☒ NO

If not, provide explanation and attach equivalent information:

See attached

Will this project replace any existing facilities?

☒ YES ☐ NO

If YES, which school(s): This project will consolidate the middle school classes at Smokey Mtn. Elem, Fairview Elem, Cullowhee Valley Elem, and Scotts Creek Elem. This will allow the former space to be repurposed.

How many students will be served by this project? 2132

Has Advanced Planning been done for this project?

☒ YES ☐ NO

District needs assessment has been conducted by Clark Nexsen.

Have Construction Documents been completed for this project?

☐ YES ☒ NO

Anticipated or Actual Bid Date: Sept 2025 - Anticipated

Planned Start Date of Construction*: Oct 2026 - Anticipated

Planned Completion Date of Construction: April 2028 - Anticipated

*Construction must begin within 24 months of grant award under G.S. 115C-546.12.(b) .

NEEDS-BASED PUBLIC SCHOOL CAPITAL FUND FY2024-25 GRANT APPLICATION**PROJECT BUDGET**Date: 8/27/24Total NBPSCF Grant funding requested for this project: \$52,000,000

Minimum NBPSCF Grant funding for project to proceed (optional): _____

| Estimated Project Costs | Local (non-State) | NBPSCF Grant Funds | Total |
|-------------------------|---------------------|----------------------|----------------------|
| Planning | \$ <u>0</u> | \$ <u>850,000</u> | \$ <u>850,000</u> |
| Construction | \$ <u>8,000,000</u> | \$ <u>51,150,000</u> | \$ <u>59,150,000</u> |
| Other Costs* | \$ <u>0</u> | \$ <u>0</u> | \$ <u>0</u> |
| Total | \$ <u>8,000,000</u> | \$ <u>52,000,000</u> | \$ <u>60,000,000</u> |

*Project costs normally categorized as 'owner's direct costs' on a construction project – may include items such as site surveys, materials testing, site utilities, geotechnical reports, etc. Land acquisition costs are not eligible.

Source(s) of required Local Matching Funds:Article 40,41,46 - County Tax Funds**Have any of the Local Matching Funds been expended at the time of application?**☒ YES ☐ NOIf YES, provide amount expended: \$102,000If YES, provide description of work: Facility needs assessment conducted by Clark Nexsen**Estimated Project Expenditures by Fiscal Year** (show estimated period over which funds will be spent by Fiscal Year)

| Total Planned Expenditures | 2023-24 or earlier | 2024-25 | 2025-26 | 2026-27 or later | Total |
|---|--------------------|---------------|-----------------|------------------|------------------|
| Local Matching Funds | 0 \$ | 0 \$ | 0 \$ | 8,000,000 \$ | 8,000,000 \$ |
| Requested NBPSCF Grant Funds* | 0 \$ | 850,000 \$ | 7,500,000 \$ | 43,650,000 \$ | 52,000,000 \$ |
| Total Estimated Expenditures by Fiscal Year | 0 \$ | 850,000 \$ | 7,500,000 \$ | 51,650,000 \$ | 60,000,000 \$ |

*Total requested grant funding cannot exceed maximum allowed under G.S. 115C-546.11.(c) .

NEEDS-BASED PUBLIC SCHOOL CAPITAL FUND FY2024-25 GRANT APPLICATION

ADDITIONAL DOCUMENTATION

Date: 8/27/24

Any project funded with a grant from the Needs-Based Public School Capital Fund must follow the same review process as any other LEA capital project.

- A registered Architect and/or registered Engineer shall prepare the drawings and specifications in accordance with G.S. 133-1 through 133-4.1, as applicable.
- School Planning design review is required. Design documents must be submitted at appropriate intervals during design – SD, DD, and CD. Neither the LEA nor the County shall invest any funds in construction of the project until the review process is completed.
- Transmittal of drawings and specifications to School Planning must include the form at: <https://www.dpi.nc.gov/documents/schoolplanning/project-submittal-form/download>
- Design of the project should be in compliance with DPI School Planning Guidelines: <https://www.dpi.nc.gov/districts-schools/district-operations/school-planning>
- DPI Facility Design Guidelines can be found at: <https://www.dpi.nc.gov/documents/schoolplanning/facility-design-guidelines/download>
- DPI School Science Facility Requirements can be found at:
<https://www.dpi.nc.gov/documents/schoolplanning/science-facilities-planner/download>
<https://www.dpi.nc.gov/documents/schoolplanning/science-safety-checklist/download>
- For projects involving the closing of an existing school, the LEA must follow these procedures: <https://www.dpi.nc.gov/documents/schoolplanning/school-closing-procedure/download>
- For projects involving the demolition of an existing school building, the LEA must follow the closing procedure noted above and must submit a Feasibility and Cost Analysis: <https://www.dpi.nc.gov/documents/schoolplanning/costfeas-1/download>
- DPI Lottery Capital Funding FAQ can be found at: <https://www.dpi.nc.gov/documents/schoolplanning/lottery-capital-funding-faq-document/download?attachment>

NEEDS-BASED PUBLIC SCHOOL CAPITAL FUND FY2024-25 GRANT APPLICATION

ASSURANCE PAGE

Date: 8/27/24

By signing below, we assure the North Carolina Department of Public Instruction that we are officials of our respective organizations and we are authorized to submit this application on behalf of these organizations.

We certify the following:

- The information provided in this proposal is correct and complete.
- The project described in the application is within the parameters of the Needs-Based Public School Capital Fund as required in Article 38B of G.S. 115C-546, and that all of the required local funding is available and designated as a match for this project.
- All Needs-Based Public School Capital Fund grant proceeds and the required Local Matching funds will be used for the construction project described in the application.
- We will work cooperatively with the North Carolina Department of Public Instruction in monitoring and evaluating the progress of the project to meet statutory reporting requirements. We will report on project status and State and local funds expended by April 1 of each year, at the time of each distribution request, and within 90 days of project completion.
- Within 60 days of receiving a Needs-Based Public School Capital Fund grant award, we will enter into an agreement with the Department of Public Instruction detailing the use of grant funds, in accordance with G.S. 115C-546.12.(a).
- All applicable federal and state laws will be adhered to, including promotion of equal opportunity without regard to race, color, religion, gender, age, disability, political affiliation, or national origin.
- Generally accepted fiscal control and accounting procedures will be followed to ensure proper disbursement and accounting of funds from the Needs-Based Public School Capital Fund grant proceeds and required Local Matching funds.
- All Needs-Based Public School Capital Fund grant proceeds are subject to forfeiture provisions, requiring full repayment, in accordance with G.S. 115C-546.12.(c).

(Signature – Chair, County Commissioners)

(Date)

(Signature – Chair, Board of Education)

(Date)

Project Title: Jackson County Public Schools - New Middle School

Location: Jackson County Public Schools, Sylva, NC

Type of Facility: Newly Constructed Traditional Middle School to Consolidate Programming

Short Description of Proposed School Construction Project:

The intent of the proposed project is to build a traditional middle school to consolidate five middle school programs into one location. Jackson County Public Schools (JCPS) middle school programs are currently housed at four preschool through 8th grade elementary schools and one alternative setting school. The new middle school would address critical deficiencies including the district's average overutilization rate of 110% defined by a Clark Nexsen Facilities Assessment conducted during the winter of 2023/2024 and the limited academic opportunities available to students in the current structure of fragmented programming. Middle school students in grades six through eight would be consolidated under this plan. Building a new middle school will provide specialized facilities such as science labs, STEM labs, age-appropriate media centers, and fine arts facilities built to cater to the unique social, emotional, and developmental needs of this age group.

Describe the critical need this project addresses and the impact on student outcomes:

The current structure in Jackson County Public Schools presents many academic, instructional, and physical space deficiencies in supporting the success of our middle school students. The following addresses the critical needs within our system that a newly constructed, consolidated middle school would help alleviate.

- **Advanced Coursework & Curriculum Specialization**
 - Because of the size of our smaller preschool through grade 8 schools, many of our 7th/8th grade students do not have access to the high school course Math I (formerly known as Algebra I) and other high school courses allowable in middle school. These include English I, Earth Science and World History. A middle school would allow access to higher level coursework.
 - Academically and intellectually gifted programming is different in each school as well. A middle school would remedy this by providing differentiated and accelerated learning opportunities across multiple subjects.
- **Students with Disabilities/Students at Risk**
 - JCPS students with disabilities and students at risk are spread throughout the district. This means that our resources for these students are also spread across the district. A traditional middle school option would place all these resources in one location in order to help students achieve IEP goals as well as provide additional tutorial and enrichment options for students who are at risk.
 - Jackson Community School (alternative school) middle grades students in the behavior class do not have access to their grade level peers and are isolated from all middle school peers and coursework opportunities.
 - By removing middle school students from classrooms designated for their use at

Fairview School, it will provide additional ADA compliant spaces for K-5 students to utilize in a school that opened in 1974 and lacks ADA accessibility in many locations.

- Improved Access to Career and Technical Education Programs
 - In a newly constructed middle school, consolidating all CTE teachers into one building would provide each middle school student with a rotation of exposure to different career pathways in agriculture, STEM, business/marketing and computer science. We have four middle schools with different CTE structures and course availability. Three schools have STEM CTE coursework and the fourth has an agriculture program. This disbursement of offerings does not provide student choice and exploration opportunities. For example, if a student is enrolled at Scotts Creek he/she will participate in STEM CTE coursework and if a student is enrolled at Cullowhee Valley he/she will only have access to agriculture. This limits students' knowledge of various career options and early exposure to postsecondary opportunities.
 - New state requirements for computer science in middle school limits opportunities for offerings. We may lose other program areas such as agriculture and business marketing.
 - In a newly constructed traditional middle school, CTE classrooms would be designed and utilized for the purpose intended. Currently, classrooms are not equipped with the necessary facilities for CTE curriculum as they have been retro-fitted for the specific CTE program area. In fact, one CTE teacher operates from a rolling cart and does not have dedicated classroom space.
- Access to Arts (visual, performing arts)
 - We have successful programs in band at Fairview School and at Cullowhee Valley School which are facilitated and taught by a certified band instructor shared among the two schools. We have growing band programs at Smoky Mountain Elementary School and Scotts Creek that are taught by music certified teachers that also serve kindergarten students through 8th grade students. Consolidation of these programs would ensure high quality music/band education for each student as an equitable opportunity and reduce staffing costs as a result of the consolidation.
 - Currently, some of our schools have performing arts programs in theater and some do not. A new school would provide performing arts space, staffing, and opportunities for each middle school student to have access to choral and performing arts education.
 - Music teachers prepare lessons for kindergarten through 8th grade limiting concentration on one area or grade level and leaving little extra time for teachers for advanced choral or music productions.
- Teacher Collaboration
 - John Hattie's research lists "collective teacher efficacy" as the single most important determinant of student achievement. Collective teacher efficacy refers to the idea that when teachers collaborate, work together, co-plan, and approach

problem-solving within a team environment, students perform better. In our current structure, middle grade teachers do not have a “same-grade, same-content” team member to collaborate with. Currently, each school has no more than one teacher per grade level per subject. This structure prohibits common planning, collaboration, and professional learning communities commonly found in traditional middle school models which lead to high student growth. In the new middle school, each grade level would have 5 to 7 single subject teachers who would be able to have common planning, share interim assessments, and share resources.

- Traditional middle school development will lead to increased teacher job satisfaction which will boost school culture for both students and staff and lead to high academic achievement.

- **Student Transitions**

- Currently, the only transition that our students experience after entering preschool or kindergarten is leaving 8th grade and going to high school. Because our students do not experience transition in earlier grades their social and academic transition to high school is more difficult than students who experience transition to and from a traditional middle school. A middle school would expose students to additional peers, support, and other adults that would be specially trained to work with those students.
- By bringing together all middle school students into one building, students will be able to access a broader range of peers to build relationships based upon common interests. This will encourage students to be better connected to the school and community and to experience higher levels of self-confidence and self-worth.

- **Staffing Structures**

Under the current structure, support staff, administrators, school counselors, media coordinators, social workers and special area teachers provide services and instruction to students from ages 3 through 14. This broad range of service delivery often presents significant challenges as staff must be knowledgeable and equipped to meet the diverse needs of many different age groups.

Consider the following:

- **School Counselors:** They must provide counseling services to children aged 3 to 14, addressing a wide array of developmental and emotional needs.
- **Media Coordinators:** They are responsible for equipping libraries and creating lessons for students from ages 3 to 14, planning for 10 different grade levels.
- **Social Workers:** They work with families of children aged 3 to 14, navigating a broad spectrum of developmental stages and associated family dynamics, which is a significant strain.
- **Art and Music Teachers:** They plan and deliver lessons for 10 grade levels each week, accommodating the varied developmental stages and skills of students from early childhood to early adolescence.
- **Health/PE Teachers:** They must integrate and teach lessons across kindergarten to 8th grade, addressing physical education and health needs for a wide age range.

- **Administrators, Assistant Principals and Instructional Coaches:** They need to be familiar with the curriculum for 10 different grade levels, encompassing at least 50 different sets of standards across all curriculum levels.
- **Time Management:** Administrators spend substantial time managing discipline issues from Pre-K through 8th grade, detracting from other critical responsibilities.
- **Staff Training/Expertise**
The construction of a new middle school would allow staff to become specialists in their respective fields. This specialization would prevent staff from being stretched thin across various developmental levels, leading to several key benefits:
 - **Focused Expertise:** Staff would be able to concentrate on the developmental and academic needs of a narrower age range, becoming true experts in their areas.
 - **Improved Service Delivery:** Counselors, media coordinators, and social workers could provide more targeted support and interventions appropriate for middle school students.
 - **Professional Development and Training:** Staff will have access to unified training focused on high yield instructional strategies, middle school aged student physical and social-emotional development, and content specific best practices.
 - **Enhanced Curriculum Planning:** Art, music, and PE teachers could tailor their lesson plans more effectively to the specific developmental stages of middle school students.
 - **Efficient Administration:** Administrators could focus on managing discipline and academic issues relevant to middle school, leading to more effective school management and a better learning environment for students.
- **Extracurricular activities and sports**
 - Athletics teams would have greater accessibility to fields and facilities. Currently, district team student-athletes have to travel from each school to be part of these teams.
 - In a newly constructed middle school, Career and Technical Student organizations such as FFA, HOSA, and FBLA could be designed with new charters. Additionally, clubs and extracurricular activities such as robotics, Science Olympiad, and others could provide opportunities that all elementary schools don't currently have.
 - By consolidating middle school programs, we could have one club advisor for each extracurricular activity, broadening the scope of available opportunities without duplicating efforts across the district at multiple schools.
- **Other Considerations**
 - Consolidation into one well-resourced middle school can ensure that all students have access to high-quality education and facilities, reducing disparities between different neighborhoods and school districting zones.
 - Consolidation into one school may increase parental engagement within the school and would allow the school to foster unique parental support programs for all middle school families within the district.

Was this project identified in the 5-year plan in the 2020-21 Facility Needs Survey? No

For the past ten years, the school system's primary concern has been failing roofs and HVAC systems on all of our seven campuses. This has been reflected in the capital requests to the Jackson County Commissioners, and the Facility Needs Surveys for NCDPI. Fortunately, JCPS and the Jackson County Board of Commissioners could secure a QSAB loan for \$10 million to address the failing roof and HVAC needs. After three years of projects, we are happy to report that our roofs and HVAC are up to the needed standards. Since completing those projects, the district has now focused on other capital improvement needs. This is why this project has not appeared on the Facility Needs Survey for the past ten years. Also, previous boards have not been willing to discuss consolidation before.

Will this project replace any existing facilities?

This project will replace the middle school programs at five schools. Smokey Mountain Elementary, Scotts Creek School, Fairview Elementary, Cullowhee Valley School, and Jackson Community School. JCPS had Clark-Nexsen conduct a space study in 2023. This study indicated that JCPS is at a district average 110% utilization. The space that is currently used for middle school students at these five schools will be repurposed to allocate appropriate space for PreK-5 students to decrease the overutilization rate and to allocate classrooms and office spaces for their original intent. Pulling middle grades students out of elementary schools will open classroom spaces to create space availability for other opportunities, such as, STEM labs, health classrooms, student guidance spaces, etc. to relieve the overcrowding in the current structure.

The potential for these vacated spaces at elementary schools after the opening of a traditional new middle school includes:

- At Fairview, the kindergarten building would become a full childcare and preschool wing. This would be six classrooms. Currently, there are two preschool and four kindergarten classrooms in the building.
- Also at Fairview, pods could be remodeled to be appropriately-sized elementary classrooms.
- Empty middle grades spaces at all schools would allow for creation of career exploration spaces as early as 4th and 5th grade.
- True science labs can be created, especially for 5th grade which is an EOG tested area.
- Classroom and adequate office space for areas currently sharing spaces.
- Eliminate the use of exterior mobile units in two schools that are currently overcrowded.

How many students will be served by this project?

A three-year projection indicates JCPS will have approximately 800 middle school students from the five schools in the middle grades consolidation plan.

Has Advanced Planning been done for this project?

A facility needs assessment was completed in late 2023 for the entire district. The results of this facility needs assessment indicate the need for consolidation at the middle school level to support growth in the preschool through grade 5 physical space needs.



North Carolina General Assembly
House of Representatives

REPRESENTATIVE MIKE CLAMPITT
119TH DISTRICT

OFFICE: 633 LEGISLATIVE OFFICE BUILDING
300 N. SALISBURY STREET
RALEIGH, NC 27603-5925

PHONE: (919) 715-3005

FAX: (919) 733-3113

EMAIL: mike.clampitt@ncleg.gov

DISTRICT: PO BOX 386
BRYSON CITY, NC 28713

COMMITTEES:

FAMILIES, CHILDREN, AND AGING POLICY, CHAIR
FEDERAL RELATIONS AND AMERICAN INDIAN AFFAIRS, CHAIR
APPROPRIATIONS, JUSTICE AND PUBLIC SAFETY, VICE-CHAIR
WILDLIFE RESOURCES, VICE CHAIR
APPROPRIATIONS
EDUCATION - COMMUNITY COLLEGES
REGULATORY REFORM

August 21, 2024

Nathan Maune, Director
School Planning
NC Department of Public Instruction
6319 Mail Service Center
Raleigh, NC 27699-6319

Dear Director Maune,

I am writing to express my strong support for the Jackson County Public Schools' application for the North Carolina Department of Public Instruction's Needs-Based Grant. This funding request, amounting to the full allowable amount of \$52 million, is essential for the construction of a much-needed traditional middle school in Jackson County where the school structure serves grades preschool through eight.

Currently, Jackson County does not have a dedicated middle school. Our students in grades 6 through 8 are distributed across four elementary schools and one alternative school. This fragmentation of middle grade education has posed significant challenges, including inconsistencies in curriculum delivery, limited access to career and technical education programs, and a lack of cohesive middle school programming for the arts, athletics and other extracurricular activities.

The proposed middle school will address these issues by consolidating the middle grades into a single middle school facility. This consolidation will not only enhance the quality of education by providing a unified and comprehensive middle school experience but will also improve operational efficiency and foster a stronger sense of community among students and staff.

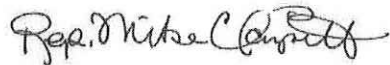


The new facility will be designed to support the diverse educational needs of our students. It will include modern classrooms, science labs, technology centers, and spaces for extracurricular activities, which are vital for the holistic development of our young learners.

The investment in this middle school is an investment in the future of Jackson County. By securing the full \$52 million in grant funding, we will ensure that our students have access to a high-quality education. It will also demonstrate our commitment to providing equitable educational opportunities for all students in our small, rural district.

I implore you to consider the profound impact this grant will have on our community and award the full grant request for Jackson County Public Schools. Should you require any additional information or wish to discuss this further, please do not hesitate to contact my office.

Sincerely,

A handwritten signature in black ink that reads "Rep. Mike Clampitt". The signature is fluid and cursive, with the first letters of each word being capitalized and prominent.

Representative Mike Clampitt
North Carolina House District 119
(919) 715-3005
Mike.clampitt@ncleg.gov



North Carolina General Assembly
Senate

SENATOR KEVIN CORBIN
50TH DISTRICT

OFFICE: 623 LEGISLATIVE OFFICE BUILDING
300 N. SALISBURY STREET
RALEIGH, NC 27603-5925
PHONE: (919) 733-5875
FAX: (919) 754-3235
EMAIL: kevin.corbin@ncleg.gov
DISTRICT: 28 IOTLA ST.
FRANKLIN, NC 28734
(828) 524-7799

COMMITTEES:

APPROPRIATIONS, HEALTH AND HUMAN SERVICES, CO-CHAIR
HEALTHCARE, CO-CHAIR
COMMERCE AND INSURANCE
EDUCATION, HIGHER EDUCATION
PENSIONS AND RETIREMENT AND AGING
STATE AND LOCAL GOVERNMENT

August 21, 2024

To Whom It May Concern: NC Department of Public Instruction Needs-Based Grant

I am writing today to endorse the request from the Jackson County Public Schools (JCPS) request for funds to build a traditional middle school. The county does not have a traditional middle school at this time, and it is the desire of the system to consolidate the middle grades from four elementary schools and one alternative school into a newly built, traditional middle school campus.

JCPS is requesting the full amount allowable, \$52 million to build the school. I am in full support of this request. Thank you for your consideration of this request.

Sincerely,

Kevin Corbin



Project Name: ACCESS CONTROLLED DOORS, CULLOWHEE
VALLEY SCHOOL
RFP# 199-500240819

MSS Fire and Security, LLC

ASHEVILLE

125 Glenn Bridge Rd, Arden, NC 28704
828-651-0266

Technical Resource Manager – Security
Jeremy Erwin
828.335.4925
Jeremy.Erwin@MSSolutions.com

CHARLOTTE

11524 Wilmar Blvd, Charlotte, NC 28273
704-372-4344

Director of Operations - Security
Eric Lemon
803.203.3004
Eric.Lemon@MSSolutions.com

The following items have been included:

1. Cover Letter or Cover Sheet identifying Contractor (This page)
2. Signed Bid Proposal and Terms Acceptance Sheet
3. Full scope proposal with Alternate Pricing Breakout & Statement including time from award notification to completion
4. List of references for jobs of similar size, scope and specification
5. Copy of current MSS NC General Contractors License and MSS Electrical License

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BID SHEET & CONTRACT TERMS
ACCEPTANCE FORM
Access Controlled Doors
at
Cullowhee Valley School
Bid # 199-500240819

Company MSS Fire and Security LCC GC License # 54992
(Copy Attached)

Address/City//State/Zip 125 Glenn Bridge Road Arden NC 28704

OFFER

A. This offer shall be open to acceptance and is irrevocable for a minimum of Ninety Days from the bid closing date.

B. Having examined the Place of Work and all matters referred to in the Bid/Contract Documents prepared by Jackson County Public Schools for the above-mentioned project, we, the undersigned, hereby offer to provide a complete Work product for:

BID \$ 146,445.36 (U.S. Dollars)

****Full bid proposal with scope and alternate pricing listed below****

C. If this Bid is accepted, we will complete the Work within 100 calendar days from Notice of Award Proceed.

Terms & Conditions Acceptance: By signing below, the individual accepts and verifies:

- a) That he/she is a duly authorized representative of the company and is able to legally bind the company to this agreement.
- b) Understanding of all terms and conditions contained within this solicitation and that this solicitation, its terms and conditions, become the entire contract to which Jackson County Public Schools and contractor will be bound for this project, and shall override and supersede all other terms and conditions, regardless of form or delivery.
- c) That this offer is not a "sham" offer and is made without collusion.
- d) Acceptance of and agreement to fulfill the insurance & risk requirements set forth above.

Eric Lemon

Printed Name of Authorized Individual


Eric Lemon (Aug 17, 2024 08:44 EDT)

Signature

Director of Security Operations

Title

Aug 17, 2024

Date

| | | | |
|--------------|--|--------------------|---|
| DATE: | 8/15/2024 | PROJECT: | ACCESS CONTROLLED DOORS, CULLOWHEE VALLEY SCHOOL - RFP# 199-500240819 |
| TO: | Jackson County Public School - Cullowhee Valley School 398 Hospital Road Sylva NC 28779 | LOCATION: | Cullowhee Valley School 240 Wisdom Drive Cullowhee, NC 28723 |
| ATTN: | Jake Buchanan, Deputy Superintendent | PROPOSAL #: | 2423729 |

MSS Fire & Security, LLC proposes to provide labor, material, and equipment to perform the work described below for the net price of:

One Hundred Forty-Six Thousand Four Hundred Forty-Five and Thirty-Six Cents..... \$146,445.36 USD

For the above price, this proposal includes:

- MSS Scope of work based on RFP # 199-500240819 received from customer and subsequent site visit and addendum. MSS scope of work will be to Install access control on most exterior doors and all classroom doors and cable and configure into existing system as built drawings as defined and outlined in RFP documents. ***This proposal and the equipment listed comply with the requirements listed in Section E: GENERAL AND TECHNICAL SPECIFICATIONS, SCOPE OF WORK, ETC.*** The Scope of Work for this project includes, but is not limited to the following:
- **Paxton Conversion Doors** - Provide Avigilon/ACM controllers to replace the existing Paxton access control panels, Avigilon AC-MER-CONT- LP4502. Install and configure Avigilon LP4502 intelligent controllers for managing existing and new doors. Re-terminate all existing wiring to the new Avigilon Panels. Move Main Entrance badge reader, video intercom and door actuator to internal doors. Replace the existing card readers and/or video intercoms at the existing access-controlled doors (Schlage Electronics Badge Readers MT15, Avigilon 3.C-H4VI-RO1-IR-320-0951A Video Intercom and mounting). Main Entrance Door, Back Door to Playground, Loading Dock from Custodian, Configure the doors into the Avigilon access control system and test.
- **New Hard-wired Doors** - Provide, Install and configure Avigilon AC-MER-CON-MR50 door control boards in the Avigilon Door panels. Install new access control composite cable run to the new door locations from the access control panels. Install sites for Avigilon Video Intercom, Schlage Badge Reader, Von Duprin QEL-99EO-613, Door Sensor. Gym/Blacktop Exterior, Bus Lot Exit, Front Office Administration Door, Car Pickup Door, 3-4 Wing Exit, K-2 Wing Exit, 5-8 Wing Exit. Install sites for Schlage Badge Reader, Von Duprin QEL-99EO-613, Door Sensor - Loading Dock Café Exit, Gym Entrance and Cafeteria entrance. Provide, install, connect and configure Von Duprin QEL-99EO-613 electronic powered retractor exit device at each of the sets of doors. Provide, install, connect and configure Schlage Electronics Badge Readers MT15. Provide, install, connect and configure Avigilon 3.C- H4VI-RO1-IR-320-0951A Video Intercom and mounting. Provide, install, connect and configure x1 door position sensors for each exterior door. Configure the new doors into the Avigilon access control system and test.

- **Wireless Schlage NDE Doors** - Provide, Install and configure needed Avigilon AC-MER-CONT-LP4502 intelligent controller for connection of the new wireless doors. Provide, Install, register/join and configure Schlage Engage Wireless Gateways for connection to the new wireless locksets for all classrooms. Install one (1) new Cat6 cable run to each new wireless gateway for connection from server closet. Provide, install register/join and configure Schlage NDE wireless locksets (NDEBP6-RHO-626 on the existing classroom doors designated by the client. Classrooms: All Classrooms (identified on map and in walkthrough and addendum).
- **RFP Base Bid Option: \$146,445.36**
- **ALT for 12 Classroom Wireless: \$18,434.89**
- **ALT for cylinders Corbin Russwin #981 Keyway Base Bid: \$5,415.88**
- **ALT for cylinders Corbin Russwin #981 Keyway for 12 Class Room Adds: \$1326.34**

RFP Total Including all Alternates: \$171,622.47

- Installation, programming, testing certification and one inspection with the AHJ is included. Additional inspections required due to other trades may result in additional charges, not included in base pricing above.

Clarifications:

- All work is to be performed during normal business hours. Overtime is not included.
- MSS to perform and complete work 100 calendar days' time from award notification.
- Power Supplies with be cord connected. Pathway support straps are not included under this scope.
- Total Job tax is included on this proposal.
- IF APPLICABLE: NC DOR E-589CI Affidavit of Capital Improvement must be received with purchase order or contract.
- Upon receipt of valid E-589CI Affidavit of Capital Improvement, a credit can be issued in the amount of: **\$1,533.68**



Proposal

HVAC | BUILDING AUTOMATION | SECURITY | FIRE ALARM | LOW VOLTAGE

Signatures:

IMPORTANT: This proposal is subject to MSS Standard Terms and Conditions of Sale effective on the date of the proposal, which are incorporated in full by this reference. The MSS Standard Terms and Conditions of Sale are available upon request, attached hereto, and/or can be found on www.msssolutions.com/terms. Any conduct by Purchaser which recognizes the existence of a contract pertaining to this proposal shall be considered acceptance of this proposal and all of its terms and conditions.

This proposal is hereby accepted and MSS Fire & Security, LLC. MSS is authorized to proceed with the work; subject, however to credit approval by MSS.

This proposal is valid for thirty (30) days.

Purchaser: _____

Seller: MSS Fire & Security, LLC

Signature: _____

Signature:  _____

Name: _____

Name: Zack Skidmore

Title: _____

Title: Account Manager

Date: _____

Date: 08/15/2024

PO: _____

MSS Office: 125 Glenn Bridge Road,
Arden, NC 28704

MSS Licenses: NC # 16306
#729-CSA
SC #EL5-M111768
#FAC-13787
#BAC-13856



Reference Request and Verification Statement

RFP# 199-500240819: Access Controlled Doors for Cullowhee Valley School
Jackson County Public Schools
Attn: Jake Buchanan, Deputy Superintendent
398 Hospital Road
Sylva, NC 28779

In response to RFP# 199-500240819; Project Name: ACCESS CONTROLLED DOORS, CULLOWHEE VALLEY SCHOOL, MSS Fire & Security is proud to provide the following references for work performed which reflects ongoing working relationships that are of similar size and scope of the work being outlined by the specification document.

MSS Fire & Security, LCC has provided sales and service support to enterprise, institutional, public, and private sector customers for over 11 years. It has been our pleasure to work alongside our customers to provide complete Access Control, IP-Video Surveillance, and Security Systems as well as design services, installation, technical programming, warranty support, and on-going maintenance and service.

End User References:

Greenville County Schools
2 Space Drive
Taylors, SC 29687
Dennis Whitehead 864-385-8399

The School District of Union County
130 West Main St., Union SC 29379
Mark Hany 864-466-2126
mhaney@union.k12.sc.us

Buncombe County Schools
175 Bingham Rd., Asheville NC
Clarke Wyatt 828-775-1063
Scott Emory 828-779-7265

NC School of Science and Mathematics
901 Burkemont Ave.
Morganton, NC 28655
Chad Barrow 828-334-4651

Expiration Date

12/31/2024

License No.

54992

North Carolina

Licensing Board for General Contractors

This is to Certify That:

Mechanical Systems & Services, Inc.

Charlotte, NC

is duly registered and entitled to practice

General Contracting

Limitation: Unlimited

Classification: Highway, Public Utilities

until

December 31, 2024

when this Certificate expires.

Witness our hands and seal of the Board.

Dated, Raleigh, N.C.

01/01/2024

This certificate may not be altered.



Rolyn Hibbs
Chairman

C. Frank Wiesner
Secretary-Treasurer

LICENSE NUMBER

U.16306

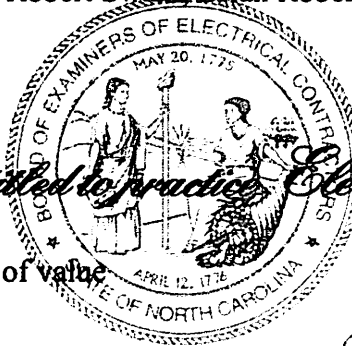
STATE OF NORTH CAROLINA
BOARD OF EXAMINERS OF ELECTRICAL CONTRACTORS

EXPIRATION DATE

03/31/2025

THIS IS TO CERTIFY THAT:
MSS Fire & Security LLC

William Robert Swain, Brian Robert Lee Brewster



is duly registered and entitled to practice Electrical Contracting in the
Unlimited Classification License

Limitation: Any project regardless of value

MSS Fire & Security LLC

11524 Wilmar Blvd
Charlotte, NC 28273

Witness our hands and seal of the Board

[Signature]

[Signature] Chairman

[Signature] Secretary - Treasurer

MEMORANDUM OF UNDERSTANDING

THIS **MEMORANDUM OF UNDERSTANDING** (hereinafter "Agreement") is made this the 13th day of August, 2024 by and between **THE HAYWOOD COUNTY BOARD OF EDUCATION**, a body politic and local educational agency of the State of North Carolina (hereinafter referred to as "HCS"), **THE JACKSON COUNTY BOARD OF EDUCATION**, a body politic and local educational agency of the State of North Carolina (hereinafter referred to as "JCS"), and **IC IMAGINE PUBLIC CHARTER SCHOOL** (hereinafter referred to as "IC Imagine") (collectively the "Parties").

WHEREAS, the Parties have determined that each are in need of the services of a teacher of the visually impaired (hereinafter a "VI Instructor");

WHEREAS, the Parties have determined that splitting the schedule of a VI Instructor between their schools would be in the best interests of each local board of education and the students thereof;

WHEREAS, the Parties wish to enter into this Agreement to govern the rights and obligations of each party.

NOW, THEREFORE, for good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties hereto agree to the following conditions:

1. **TERM.** The Term of this Agreement shall be applicable to the 2024-2025 school year. The effective date of the Term shall be the first date written above.
2. **DIVISION OF SERVICES.** The VI Instructor shall divide his scheduled service times between the Parties as follows: the VI Instructor shall provide services at IC Imagine for eighteen (18) days of the school year or 8.37% of the school year; the VI Instructor shall provide services for JCS for nineteen (19) days of the school year or 8.84% of the school year; the VI Instructor shall provide services for HCS for all of the remaining days or 82.79% of the school year.
3. **OBLIGATIONS OF THE HAYWOOD COUNTY BOARD OF EDUCATION.** HCS shall employ Mr. Watts full-time as a VI Instructor for the 2024-2025 school year. HCS shall compensate Mr. Watts for the professional services performed pursuant to his employment contract at a rate consistent with the North Carolina General Statutes, according to the salary schedule for teachers established by the State of North Carolina at the Teacher's rate of pay on the said salary schedule. HCS shall also reimburse the VI Instructor for any travel that between schools that would normally be reimbursed to an itinerant staff member. (Note: Portal to portal travel will not be reimbursed.) HCS shall invoice JCS and IC Imagine for their respective portions of the VI Instructor's salary on a monthly basis.

4. OBLIGATIONS OF THE JACKSON COUNTY BOARD OF EDUCATION.

JCS shall reimburse HCS for the VI Instructor's salary and benefits in an amount equal to the percentage of time allotted to JCS in paragraph 2 above.

In addition, JCS shall pay to HCS any reimbursement HCS provides the VI Instructor for travel between JCS schools. While serving JCS, JCS shall have complete supervision and responsibility for the VI Instructor and shall provide notice to HCS if there are any issues related to the performance or conduct of the VI Instructor. JCS shall share with HCS any evaluation it conducts regarding the VI Instructor's performance.

5. OBLIGATIONS OF IC IMAGINE PUBLIC CHARTER SCHOOL. IC Imagine shall reimburse HCS for the VI Instructor's salary and benefits in an amount equal to the percentage of time allotted to IC Imagine in paragraph 2 above. While serving IC Imagine, IC Imagine shall have complete supervision and responsibility for the VI Instructor and shall provide notice to HCS if there are any issues related to the performance or conduct of the VI Instructor. IC Imagine shall share with HCS any evaluation it conducts regarding the VI Instructor's performance.

6. OBLIGATIONS OF THE VI INSTRUCTOR. In addition to meeting the terms of the VI Instructor employment contract, the VI Instructor shall maintain an accurate travel reimbursement log detailing travel between JCS schools. The VI Instructor shall turn this reimbursement log in to HCS on a monthly basis.

7. MISCELLANEOUS PROVISIONS.

- a. **Governing Law.** This Agreement shall be controlled by the laws of the State of North Carolina and proper venue for any claim hereunder shall be Superior Court, Buncombe County.
- b. **Amendment.** This Agreement may only be modified or amended if the modification is made in writing and signed by both Parties.
- c. **Entire Agreement.** This Agreement contains the entire agreement between the Parties regarding the subject matter of this Agreement and there are no other promises or conditions in any other agreement whether oral or written. This Agreement supersedes any prior written or oral agreements or representations between the Parties.
- d. **Severability.** If any provision of this Agreement shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforcement with full effect.
- e. **Authority.** The signatories to this Agreement are fully vested with the authority to sign this Agreement on behalf of their respective entities.

- f. Each party to this MOU agrees to release and hold harmless the other parties for any claim, demand, injury or damage that relates to or arises out of the VI Instructor’s performance at the party’s respective school(s) or that arise out of this MOU.

IN WITNESS WHEREOF, the Parties hereto have caused this Agreement to be duly executed on the date first written above.

THE HAYWOOD COUNTY BOARD OF EDUCATION

Mr. Chuck Francis, Chair

Date

THE JACKSON COUNTY BOARD OF EDUCATION

Mr. Wes Jamison, Chair

Date

IC IMAGINE PUBLIC CHARTER SCHOOL

Mr. Robert Berls, Chair

Date

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

Haywood County Schools Finance Officer

Date

Jackson County Schools Finance Officer

Date

IC Imagine Public Charter School Finance Officer

Date

CONTRACT FOR THERAPY SERVICEE

This Contract for Therapy Services is made and entered between **Jackson County Public Schools** (herein referred to as JCPS) and **Beautifully Intertwined, LLC**.

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

1. Obligations of Beautifully Intertwined, LLC (herein referenced as BI):

Beautifully Intertwined hereby agrees to provide Occupational Therapy services for students with a disability served by JCPS, ages 3-21, as follows:

- 1.1 To provide staff (OT/COTA) to complete treatments and services listed below for students enrolled in the following school districts: Smokey Mountain Elementary, Scott's Creek Elementary, and Blue Ridge School.
- 1.2 To complete documentation of services of referred students and written as required by established procedures for the school districts listed
- 1.3 To participate in Individual Education Plans (IEP) meetings, Present Level of Academic Achievement and Performance, Goals and Objectives, and service recommendations for students for the 2024-2025 school year, based on students' identified needs for Occupational Therapy.
- 1.4 When necessary, attend parent conferences, team meetings, Individual Education Plan conferences, and other student related meetings, as needed, to explain evaluation results, therapy services.
- 1.5 To maintain documentation of services provided and outcome using the system Jackson County Public Schools prefer.
- 1.6 To provide a NC licensed Occupational Therapist for supervision of NC licensed certified Occupational Therapy Assistant and to provide documentation of professional certification and/or licensure for NC licensed Occupational Therapist and Certified Occupational Therapist Assistance.
- 1.7 To maintain confidentiality of all students as required by FERPA and HIPPA

2. Obligations of Jackson County Public Schools, hereby agrees to pay

- 2.1 \$62,000 for the 10 months of OT services/meetings/documentation
- 2.2 These will be paid by JCPS each month in the amounts of:
\$6,200 per month for OT services for the 10 months of the 2024-24 SY, beginning with the first payment issued for August, paid in September, and the final payment issued for May, paid in June.
- 2.3 Provide internet access for staff of BI while on Jackson County Public Schools Campus.

3. JCPS will notify staff of BI in writing, via email, when a request is made to attend meetings.

- 4. Beautifully Intertwined will provide an invoice for payment within 5 days of the close of the month in which services were provided. Invoices should be sent to the director for review and approval. Invoices must have an invoice number, services provided and dates of service. Payment is to be made within ten (10) calendar days of the receipt of the payment request.**


5. No indebtedness of any kind incurred or created by JCPS shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness JCPS shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions.
6. Dates. The services described in the Contract will be provided on the following date(s): August 12th, 2024 – December 31, 2024. **Proposed contract with amended increase of pay rate will be discussed between August 12th, 2024 and December 31, 2024. An amended contract will be completed prior to December 1st, 2024 for the start date of January 1st, 2025.**



- ...ence. Both parties may terminate this contract at any time at its complete written notice. In addition, all finished or unfinished documents and other the contracted provider pursuant to this contract shall be completed and
- ...lt. Either party may terminate this Contract immediately and without prior this contract by the contracted provider.
- ...understood by and agreed between the contracted provider and JCPS that payment obligation under this contract is contingent upon the availability of appropriated funds from which payment for contract purposes can be made.
10. Indemnity and Insurance Requirements. The contracted provider shall indemnify and hold harmless JCPS, its officers, agents, employees and assigns from and against all claims, losses, costs, damages, expenses, attorneys' fees, and liability that any of them may sustain.
 11. Contract Transfer. The contracted provider shall not assign, subcontract, or otherwise transfer any interest in this contract.
 12. Contract Modifications. This contract may be amended only by written amendments duly executed by and between both parties. However, minor modifications may be made by the JCPS Exceptional Children's Director to take advantage of unforeseen opportunities that:
 - (a) do not change the intent of the contract or the scope of the contracted provider performance; and
 - (b) do not increase the Consultant's total compensation or method of payment.All such minor modifications to the contract must be recorded in writing and signed by both the JCPS EC Director and the contracted provider and placed on file with this contract.
No price adjustments will be made unless the procedure has been included in the contract and a maximum allowable amount stipulated.
 13. Relationship of Parties. The contracted provider is an independent Consultant and not an employee of JCPS.
 14. Monitoring and Evaluation. The contracted provider shall cooperate with JCS, or with any other person or agency as directed by JCPS, in monitoring, inspecting, auditing, or investigating activities related to this contract. The Consultant shall permit the school to evaluate all activities conducted under this contract as dictated by the school.
 15. Confidentiality of Student Information. If, during the course of the contracted provider's performance of this contract, the contracted provider should obtain any information pertaining to the students' official records, the contracted provider agrees that this contract shall not be construed by either party to constitute a waiver of or to in any manner diminish the provisions for confidentiality of students' official records.
 16. Mediation. If a dispute arises out of or relates to this contract, or the breach of this contract, and if the dispute cannot be settled through negotiations, the parties agree first to try in good faith to settle the dispute by mediation.

17. **Contract Situs.** All matters, whether sounding in contract or tort relating to the validity, construction, interpretation, and enforcement of this contract, will be determined in Jackson County, NC. NC law will govern the interpretation and construction of this contract.
18. **Invalid Provision.** Should any part of this contract be declared invalid by a court of law or otherwise, such decision/determination shall not affect the validity of any remaining portion which shall remain in full force and effect as if the invalid portion was never a part of this contract when it was executed. Should the severance of any part of this contract materially affect any other rights or obligations of the parties hereunder, the parties hereto will negotiate in good faith to amend this contract in a manner satisfactory to the parties. Failing agreement on such amendment, either party may, by notice in writing, terminate this contract forthwith, subject to the provisions of this contract relating to termination.
19. **Entire Agreement.** This contract constitutes and expresses the entire agreement and understanding between the parties concerning the subject matter of this contract. This document, used in connection herewith and any other document incorporated in this contract by reference supersede all prior and contemporaneous discussions, promises, representations, agreements and understandings relative to the subject matter of this contract.

IN WITNESS WHEREOF, Jackson County Public Schools and the Consultant have executed this Contract on the day and year first written above.


Cassandra Lindley, Owner of Beautifully Intertwined

Date: 8/16/2024

Jackson County Public Schools, Exceptional Children's Director

Date: _____

Jackson County Public Schools, Chief Finance Officer
This contract has been pre-audited

Date: _____

Jackson County Public Schools, Superintendent

Date: _____

PHYSICAL THERAPY CONTRACT

Between

Lominac Physical Therapy Services, LLC And Jackson County Public Schools

NATURE OF THE ENGAGEMENT

We will provide physical therapy evaluation, treatment, and consultation as needed for those children qualifying for educationally relevant physical therapy intervention. We will provide gross motor screening for those children that are potential candidates. We will also provide classroom instruction and assistance in the areas of positioning, equipment needs, exercises, and range of motion. We will participate in IEP meetings as scheduling allows. We are also available for in-service training as needed.

As an independent contractor to Jackson County Public Schools (JCPS), the Medicaid Provider, we will perform Medicaid required duties, maintain appropriate documentation, and attend Medicaid update/training sessions when necessary. JCPS will be responsible for submitting Medicaid billing.

TIMING AND SCHEDULING

We will begin to render these services as of the August 1, 2024 through May 31, 2025. Hours spent at the various schools will be dictated by patient load and nature of the cases we are treating. The actual patient schedule may vary according to the caseload and the individual child's classroom schedule.

INDEPENDENCE

All services will be provided by a principal, employee, or subcontractor of Lominac Physical Therapy Services, LLC. It is our understanding that we shall function as an independent contractor to Jackson County Public Schools. As such, all principals, employees, and subcontractors will practice with a malpractice insurance policy and provide a copy of proof of insurance, will provide proof of and maintain proper NC licensure, will be responsible for all taxes and expenses relevant to its contract with Jackson County Public Schools, and will also cover itself for all personal liability matters.

BILLING

Lominac Physical Therapy Services, LLC will submit its invoices directly to Jackson County Public Schools on a monthly basis based on the monthly rate of \$6000 for the period of ten months. We will provide all needed physical therapy responsibilities for Jackson County Public Schools for this fee for up to 24 hours a week. This will include any travel, training, and IEP or other team planning meetings.

DURATION AND AGREEMENT

This contract and these terms shall be good for the period of the 2024-2025 school year. At that time, it will be available for renegotiation. In the event that Lominac Physical Therapy Services, LLC cannot fulfill the obligations of this contract adequately, we reserve the right to void the contract prior to the end of the school year. We will work a minimum two weeks notice to allow Jackson County Public Schools time to find another provider.

June 20, 2024

Date

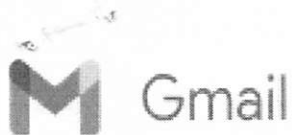
Date

for Lominac Physical Therapy Services, LLC

for JCPS, EC Director

for JCPS, Superintendent

for JCPS, Finance Officer



Jennifer Clawson <jclawson@jcpsmail.org>

Fwd: Estimate 4317 from Roman's Roofing, LLC

1 message

Joseph Kinsland <jkinsland@jcpsmail.org>
To: Jennifer Clawson <jclawson@jcpsmail.org>

Wed, Aug 7, 2024 at 1:30 PM

Joe Kinsland
Maintenance Supervisor
Jackson County Public Schools

----- Forwarded message -----

From: **Roman's Roofing, LLC** <no_reply@intuit.com>
Date: Wed, Aug 7, 2024 at 11:29 AM
Subject: Estimate 4317 from Roman's Roofing, LLC
To: <jkinsland@jcpsmail.org>



Your estimate is ready!

Total Estimate

\$56,856.41

or starting at **\$1,795/month** with financing (36 mo)*

Dear Kinsland, Joe,

Below are your estimate details. To move forward with this estimate, please review and select **Review and Accept** and Roman's Roofing, LLC will reach out with next steps.

There are various payment methods available, including the option to pay monthly.

Pay monthly with a low, fixed rate

\$56,856

Amount

\$1,796-\$2,604/mo

Payment est.*

3 years

Loan terms*

8.49%-35.99%

APR with autopay

Explore financing options

Powered by **INTUIT**
creditkarma

Estimate #4317

Roman's Roofing, LLC

| | |
|-----------------|--------------------|
| Labor | \$27,117.00 |
| 1 X \$27,117.00 | |
| Dumpster | \$2,733.43 |
| 1 X \$2,733.43 | |
| Material | \$27,005.98 |

1 X \$27,005.98

Total \$56,856.41
or starting at \$1,795/month with financing (36 mo)*

Review and accept

Roman's Roofing, LLC

teresa@argentaccounting.com

* Personal loans made through Upgrade feature Annual Percentage Rates (APRs) of 8.49%-35.99%. All personal loans have a 1.85% to 9.99% origination fee, which is deducted from the loan proceeds. Lowest rates require Autopay and paying off a portion of existing debt directly. Loans feature repayment terms of 24 to 84 months. For example, if you receive a \$10,000 loan with a 36-month term and a 17.59% APR (which includes a 13.94% yearly interest rate and a 5% one-time origination fee), you would receive \$9,500 in your account and would have a required monthly payment of \$341.48. Over the life of the loan, your payments would total \$12,293.46. The APR on your loan may be higher or lower and your loan offers may not have multiple term lengths available. Actual rate depends on credit score, credit usage history, loan term, and other factors. Late payments or subsequent charges and fees may increase the cost of your fixed rate loan. There is no fee or penalty for repaying a loan early.

*Approval not guaranteed. Your loan terms will be determined based on your credit, income, and certain other information provided in your loan application. Not all applicants will qualify for the full amount.

Loan services offered through Credit Karma Offers, Inc. Credit Karma Offers, Inc. NMLS ID# 1628077 | Licenses | NMLS Consumer Access. California Loans arranged pursuant to a California Financing Law License.

Upgrade is a financial technology company, not a bank. Personal loans are issued by Upgrade's bank partners. Information on Upgrade's bank partners can be found at <https://www.upgrade.com/bank-partners/>.

If you receive an email that seems fraudulent, please check with the business owner before paying.



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INTERIM TITLE IX SEX DISCRIMINATION – PROHIBITED CONDUCT AND REPORTING PROCESS

Policy Code: **1725/4035/7236**

The Jackson County Board of Education acknowledges the dignity and worth of all students and employees and strives to create a safe, orderly, caring, and inviting school environment to facilitate student learning and achievement. As provided in policy 1720/4030/7235, Title IX Nondiscrimination on the Basis of Sex, the board prohibits sex discrimination, including sexual harassment, in the education program and activities of the school system. The board takes seriously all reports and formal complaints of sex discrimination.

This policy specifically prohibits sex discrimination as that term is defined under Title IX. It provides a process for students, employees, and others to report such sex discrimination for response by school officials. All incidents of conduct that could constitute sex discrimination under this policy are to be reported and treated in accordance with this policy, whether or not the incidents may also constitute violations of other board policies or standards of conduct.

Individuals who believe they have been subjected to sex discrimination prohibited by this policy or who have witnessed or have reliable information that another person has been subjected to sex discrimination prohibited by this policy should use the process provided in Section C of this policy to report such violations.

The board also provides a grievance process for those who believe they have been victims of sex discrimination that is designed to achieve prompt and equitable resolution of formal complaints of sex discrimination through a formal investigation and adjudication of the allegations in the complaint or through informal resolution processes. The grievance process is provided in policy 1726/4036/7237, Title IX Sex Discrimination Grievance Process. Affected individuals are encouraged to report sex discrimination in accordance with the process provided in Section C of this policy before filing a formal complaint to initiate the grievance process.

A. PROHIBITED BEHAVIOR

Students, school system employees, volunteers, and visitors are expected to behave in a civil and respectful manner. The board expressly prohibits sex discrimination by students, employees, board members, volunteers, or visitors. "Visitors" includes parents and other family members and individuals from the community, as well as vendors, contractors, and other persons doing business with or performing services for the school system.

Sex discrimination occurs when, as a result of any fact or failure to act, someone is treated differently and unfavorably on the basis of sex in the education program. Sex discrimination includes, but is not limited to, sex-based harassment.

Sexual harassment prohibited under Title IX and by this policy is conduct that satisfies one or more of the following:

1. an employee, contractor, or agent of the school system conditioning the provision of an aid, benefit, or educational service of the school system on an individual's participation in unwelcome sexual conduct;
2. unwelcome conduct determined by a reasonable person to be so severe or pervasive and subjectively and objectively offensive that it denies or limits a person's ability to participate in or benefit from the school system's education program or activities. This determination requires consideration of all the facts and circumstances, including, but not limited to, the type, degree, and frequency of the conduct; the degree to which the conduct affected the complainant's ability to access the educational program; previous interactions between the parties; other sex based harassment in the educational program; the ages and disability statuses of the harasser and the victim; and the number of individuals involved and their authority;
3. sexual assault including rape, statutory rape, fondling, and incest;
4. dating violence;
5. domestic violence; or
6. stalking.

Sexual assault, dating violence, domestic violence, and stalking will be defined in accordance with applicable law and the definitions will be incorporated into an administrative regulation developed by the superintendent.

All references to "sexual harassment" in this policy mean sexual harassment that meets this definition.

Examples of conduct on the basis of sex that would be considered sexual harassment if the conduct satisfies the criteria above include, but are not limited to: unwelcome sexual advances; requests for sexual favors; and other verbal or physical conduct of a sexual nature, such as deliberate, unwelcome touching that has sexual connotations or is of a sexual nature; suggestions or demands for sexual involvement accompanied by implied or overt promises of preferential treatment or threats; pressure for sexual activity; continued or repeated offensive sexual flirtations, advances, or propositions; continued or repeated verbal remarks about an individual's body; sexually degrading words used toward an individual or to describe an individual; sexual assault; sexual violence; the display of sexually suggestive drawings, objects, pictures, or written materials; posting sexually suggestive pictures of a person without the person's consent; and forwarding pornographic material depicting a classmate or other member of the school community. Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping but not involving conduct of a sexual nature may also constitute sexual harassment.

Conduct that is determined not to meet the definition above may violate other board

policies or established standards of conduct and will be treated accordingly. For example, conduct that does not meet the definition of Title IX sex discrimination above may nevertheless violate other board policies, including:

- policy 4329/7311, Bullying and Harassing Behavior Prohibited, prohibiting all forms of bullying and harassing conduct, including when it consists of unwelcome conduct of a sexual nature;
- policy 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law, prohibiting discrimination and harassment in the workplace and education program; or
- policy 4040/7310, Staff-Student Relations, prohibiting romantic or sexual relationships between employees and students.

Nothing in this policy is intended to limit discipline for violation of other board policies when appropriate and consistent with law.

B. DEFINITIONS

The following additional definitions apply in this policy.

1. Report

A report is an oral or written notification that an individual is an alleged or suspected perpetrator or victim of sex discrimination.

Making a report initiates the interactive process with the complainant described in Section D.1, below. No disciplinary action will be taken against a respondent for sex discrimination based on a report alone.

2. Formal Complaint

A formal complaint is a document signed and filed with the Title IX coordinator by a complainant or signed by the Title IX coordinator alleging sex discrimination against a respondent and requesting that school officials investigate the allegation(s). Filing a formal complaint initiates the grievance process set forth in policy 1726/4036/7237, Title IX Sex Discrimination Grievance Process.

At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activities of the school system.

3. Complainant

The complainant is the individual(s) who is alleged to be the victim of conduct that could constitute sex discrimination.

4. Respondent

The respondent is the individual(s) who has been reported to be the perpetrator of conduct that could constitute sex discrimination.

5. Grievance Process

Grievance process means the process for investigating and reaching a final determination of responsibility for a formal complaint of sex discrimination. The sex discrimination grievance process is set out in policy 1726/4036/7237.

6. Title IX Coordinator

The Title IX coordinator is a school official who is designated to coordinate the school system's response to sex discrimination and allegations of sex discrimination. Contact information for the Title IX coordinator is posted on the school system's website and listed in policy 1720/4030/7235, Title IX Nondiscrimination on the Basis of Sex.

7. Supportive Measures

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the school system's education program and activities without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the school system's educational environment, or deter sex discrimination.

Supportive measures available to the parties include, but are not limited to, counseling, mental health services referral, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring, and other similar measures determined by school officials to be necessary to protect the safety or educational or employment activities of a party.

8. Days

Days are calendar days unless specified otherwise.

9. Student(s)

"Student(s)" means the student and/or the student's parent or legal guardian unless

the context clearly indicates otherwise. When the complainant or respondent is a student, references to those terms also include the student's parent or legal guardian unless the context clearly indicates otherwise.

C. REPORTING SEX DISCRIMINATION

1. Student Reports

Any student who believes he or she is a victim of sex discrimination occurring in the school system's education programs or activities is encouraged to report the matter to the student's principal or to the Title IX coordinator. Reports may also be made to a teacher, counselor, assistant principal, teacher assistant, or any other school employee. Middle and high school students may also report sex discrimination through the anonymous tip line, but school officials may be limited in their ability to respond if the report does not identify the complainant.

2. Mandatory Reporting by School Employees and Board Members

Any employee or member of the board of education who has notice of sex discrimination or allegations of sex discrimination occurring in the education program or any activity of the school system must report that information immediately to the Title IX coordinator.

Any of the following confers "notice" and must be reported immediately:

- a. a report of sex discrimination from a student or other person;
- b. the employee or board member witnesses conduct that is or reasonably could be sex discrimination; or
- c. the employee or board member discovers evidence of sex discrimination, such as sexualized graffiti on school property, or otherwise has reliable information or reason to believe that a student, employee, or other individual may have been sexually harassed in violation of this policy, even if no one has reported the sex discrimination.

Employees who observe an incident of discrimination are expected to intervene to stop the conduct in situations in which they have supervisory control over the perpetrator, and it is safe to do so. An employee with notice of possible sex discrimination in violation of this policy who does not promptly report the conduct and/or take proper action as required by this subsection, or who knowingly provides false information about the incident, will be subject to disciplinary action, up to and including dismissal.

Any doubt about whether particular conduct is possible sex discrimination must be

resolved in favor of reporting the conduct.

The mandatory reporting required by this section is in addition to required reporting under policies 4040/7310, Student-Staff Relations, and 4240/7312, Child Abuse and Related Threats to Child Safety, where the conduct at issue requires a report under either of those policies.

3. Reporting by Others

All other members of the school community are strongly encouraged to report any act that may constitute an incident of sex discrimination in violation of this policy to the school principal, the Title IX coordinator, or the superintendent.

4. Content of the Report

To the extent possible, reports should be sufficient to put school officials on notice of conduct that could constitute sex discrimination. Employees making mandatory reports should provide as much detail about the alleged sex discrimination as is known, unless such disclosure would violate law or standards of professional ethics. Reports, other than mandatory reports by employees, may be made anonymously, but anonymous reports may limit the school system's ability to respond fully if the alleged victim is not identified.

5. Time Period for Making a Report

Reports by students and third parties can be made at any time. During non-business hours, reports can be made by using the contact information for the Title IX coordinator provided on the school system's website and in policy 1720/4030/7235, Title IX Nondiscrimination on the Basis of Sex. A report should be made as soon as possible after disclosure or discovery of the facts giving rise to the report. Delays in reporting may impair the ability of school officials to investigate and respond to any subsequent formal complaint.

School employees and board members with notice of sex discrimination must report that information immediately, as provided in subsection C.2 above.

D. SCHOOL OFFICIALS' RESPONSE TO NOTICE OF SEX DISCRIMINATION

As required to meet the school system's obligations under Title IX, school officials shall respond promptly and effectively to notice of alleged sex discrimination in a manner that is not deliberately indifferent.

Consistent with this duty, school officials shall respond to all reports of conduct that could constitute sex discrimination in accordance with this section. However, a report alleging conduct that is not sex discrimination as defined in this policy is not subject to this policy but may be referred to appropriate school officials as a possible violation of other board

policies.

1. Title IX Coordinator Initiates Interactive Process with Complainant

Upon receiving a report of alleged sex discrimination, the Title IX coordinator shall promptly contact the complainant and the complainant's parent or guardian confidentially. This contact must occur within three days, excluding weekends, absent extenuating circumstances. The Title IX coordinator shall also notify the principal of the report and, if an employee is the complainant or respondent, the senior human resources official or designee.

When contacting the complainant and parent or guardian, the Title IX coordinator shall do all of the following during the contact and shall document the same:

- a. offer supportive measures;
- b. consider the complainant's wishes with respect to supportive measures;
- c. explain that supportive measures are available with or without the filing of a formal complaint; and
- d. explain the process for filing a formal complaint with the Title IX coordinator and the response required of the school system when a complaint is filed, including all the following:
 - i. that a formal complaint will initiate the grievance process described in policy 1726/4036/7237, Title IX Sex Discrimination Grievance Process;
 - ii. that a formal complaint may be filed with the Title IX coordinator in person, by mail, or by electronic mail;
 - iii. the major steps in the grievance process, including (1) a notice of the allegations that will be provided to the respondent that includes identification of the complainant and the allegations made; (2) an investigation of the allegations of sex discrimination in which both parties will have opportunity to have an advisor, present witnesses, review evidence, pose written questions of the other party, and receive a copy of the investigative report; (3) a decision on responsibility in which a decision-maker objectively evaluates all relevant evidence and determines whether the respondent engaged in the alleged sex discrimination in violation of this policy; and (4) the opportunity for either party to appeal the decision;
 - iv. the approximate time frame for concluding the grievance process;

- v. that school officials will treat both parties equitably by (1) providing remedies to the complainant if the respondent is found responsible, and (2) by not imposing disciplinary sanctions on the respondent without first following the grievance process set forth in policy 1726/4036/7237;
- vi. the circumstances under which a formal complaint might be consolidated with other formal complaints or dismissed; and
- vii. that the Title IX coordinator may have an obligation to initiate the grievance process in the absence of a formal complaint filed by the complainant and the time frame in which that decision will be made.

2. Title IX Coordinator Arranges Implementation of Supportive Measures

After considering the complainant's wishes, the Title IX coordinator shall arrange the effective implementation of appropriate supportive measures unless, in the exercise of good judgment, the Title IX coordinator determines that supportive measures should not be provided. If supportive measures are not provided to the complainant, the Title IX coordinator shall document why supportive measures were not provided and why not providing supportive measures is not deliberately indifferent to known sex discrimination.

If the complainant is a student with a disability, the Title IX coordinator may need to consult with appropriate school personnel to determine whether adjustments to the student's IEP or Section 504 plan are needed to implement any supportive measures to be provided and/or whether the student's plan necessitates any adjustment to the proposed supportive measures.

3. Title IX Coordinator Determines Whether to Sign a Formal Complaint

If the complainant declined to file a formal complaint within the designated time period following the interactive process described above, the Title IX coordinator shall determine on a case-by-case basis whether to sign, i.e., file, a formal complaint to initiate the grievance process.

The Title IX coordinator should file a formal complaint (1) if the respondent is a school employee and the complainant is a student; and (2) in other cases where, in the exercise of good judgment and in consultation with the school attorney as appropriate, the coordinator determines that a grievance process is necessary to comply with the obligation not to be deliberately indifferent to known allegations of sex discrimination. Credibility or merit of the complaint shall not be considered in making the determination.

A decision by the Title IX coordinator to sign a formal complaint is not to be construed as supportive of the complainant or in opposition to the respondent or as

an indication of whether the allegations are credible or have merit, or whether there is evidence sufficient to determine responsibility. Signing a formal complaint does not make the Title IX coordinator a complainant or party to the complaint nor relieve the Title IX coordinator from any responsibilities under this policy.

The Title IX coordinator shall document the decision of whether to sign a complaint and the reasons for that decision.

4. Presumption of Non-responsibility of Respondent and Bar on Disciplinary Sanctions without Due Process

The respondent identified in any report alleging sex discrimination under this policy will be presumed not responsible for the alleged conduct until the respondent's responsibility is conclusively established through the grievance process outlined in policy 1726/4036/7237, Title IX Sex Discrimination Grievance Process.

No disciplinary sanction or other action that is not a supportive measure, including but not limited to (1) short or long-term suspension, expulsion, or transfer to an alternative school or program for student-respondents and (2) suspension, demotion, or dismissal for employee-respondents, may be imposed for a violation of this policy unless the respondent agrees to a specific disciplinary sanction or action in an informal resolution or has been determined to be responsible for the sex discrimination at the conclusion of a grievance process that complies with the process in policy 1726/4036/7237. An employee-respondent, however, may be placed on administrative leave during the pendency of the grievance process if consistent with applicable state and federal laws.

Notwithstanding the limitation just described, respondents are subject to emergency removal as described in the next paragraph.

5. Emergency Removal of Respondent from School or Employment

Any respondent is subject to removal from the school system's education program and activities, or any part of the program or activities, on an emergency basis if a school-based threat assessment team conducts an individualized safety and risk analysis and determines that removal is justified because the person poses an immediate health or safety threat to any person arising from the allegations of sex discrimination. A removal under this subsection includes a transfer of a student to an alternative education program consistent with policy 3470/4305, Alternative Learning Programs/Schools. A schedule change, and/or removing a student from an extracurricular activity is also considered a removal under this subsection where such action would not otherwise constitute a supportive measure.

The emergency removal may take place regardless of whether a formal complaint has been filed. However, any such removal must be consistent with federal and state law, including any applicable law protecting the rights of individuals with

disabilities. The respondent shall receive notice of the removal and an opportunity to challenge the decision in an informal hearing with the superintendent or designee immediately following the removal.

An employee may be placed on administrative leave with or without pay during the pendency of the grievance process set out in policy 1726/4036/7237, Title IX Sex Discrimination Grievance Process, if consistent with state law and in accordance with any applicable requirements of state law. Placing an employee on leave during the pendency of the grievance process is not an emergency removal.

The superintendent or designee shall document all emergency removal decisions under this subsection, including the immediate threat to health or safety that justified the removal.

6. Supportive Measures

Supportive measures will be available to both the complainant and respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Supportive measures will remain confidential to the extent that maintaining such confidentiality does not impair the ability to provide the supportive measures. The Title IX coordinator is responsible for coordinating the effective implementation of supportive measures.

E. GRIEVANCE PROCESS FOR FORMAL COMPLAINTS

The grievance process for formal complaints of sex discrimination under this policy is set out in policy 1726/4036/7237, Title IX Sex Discrimination Grievance Process. The policy also provides an informal resolution process for complainants who seek an alternate means of resolution to their complaint.

As described in subsection D.3 above, the Title IX coordinator may also initiate the grievance process, as needed.

F. RECORDS

The Title IX coordinator shall create and maintain for a period of seven years records of all reports and formal complaints of sex discrimination. For each report or formal complaint, the coordinator shall document the following:

1. any actions, including any supportive measures, taken in response to the report or formal complaint;
2. that school officials have taken measures that are designed to restore or preserve equal access to the school system's education program and activities;
3. why school officials believe their response to the report or complaint was not

deliberately indifferent; and

4. if supportive measures were not provided to the complainant, why that was not clearly unreasonable in light of the known circumstances.

In conjunction with the superintendent, the Title IX coordinator shall also maintain for seven years all materials used to train the Title IX coordinator, investigators, decision-makers, and any person who facilitates an informal resolution process. These materials will be made publicly available on the school system's website.

Legal References: Title IX of the Education Amendments Act of 1972, 20 U.S.C. 1681 *et seq.*, 34 C.F.R. pt. 106; *Gebser v. Lago Vista Independent School District*, 524 U.S. 274 (1998); G.S. 115C-335.5; *Davis v. Monroe County Board of Education*, 526 U.S. 629 (1999); *Q&A on Campus Sexual Misconduct*, U.S. Department of Education, Office for Civil Rights (2017), available at <https://www2.ed.gov/about/offices/list/ocr/docs/qa-title-ix-201709.pdf>; *Dear Colleague Letter* (Title IX Coordinator) and *Title IX Resource Guide*, U.S. Department of Education, Office for Civil Rights (2015), both available at <https://www2.ed.gov/policy/rights/guid/ocr/title-ix-coordinators.html>; *Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties*, U.S. Department of Education, Office for Civil Rights (2001), available at <https://www2.ed.gov/about/offices/list/ocr/docs/shguide.html>

Cross References: Title IX Nondiscrimination on the Basis of Sex (policy 1720/4030/7235), Title IX Sex Discrimination Grievance Process (policy 1726/4036/7237), Alternative Learning Programs/Schools (policy 3470/4305), Staff-Student Relations (policy 4040/7310), Child Abuse and Related Threats to Child Safety (policy 4240/7312), Bullying and Harassing Behavior Prohibited (policy 4329/7311), Discrimination and Harassment Prohibited by Federal Law (policy 1710/4020/7230)

Adopted: August 27, 2024

INTERIM TITLE IX SEX DISCRIMINATION GRIEVANCE PROCESS

Policy Code: **1726/4036/7237**

The process provided in this policy is designed for those who believe that they have been discriminated against based on sex in violation of policy 1725/4035/7236, Title IX Sex Discrimination – Prohibited Conduct and Reporting Process and wish to file a formal complaint. School officials shall follow the grievance process established in this policy when responding to all formal complaints of sex discrimination.

The superintendent is responsible for notifying students and their parents or legal guardians, employees, and applicants for employment of this policy and ensuring that each principal or site supervisor provides a copy of this policy to these persons.

A. DEFINITIONS

All definitions in policy 1725/4035/7236, Title IX Sex Discrimination – Prohibited Conduct and Reporting Process, are incorporated by reference and have the same meaning when used in this policy, including all references to "sexual harassment" in this policy.

The following additional definitions apply in this policy.

1. Investigator

The investigator is the school official responsible for investigating and responding to a formal complaint.

2. Decision-Maker

The decision-maker is the school official responsible for making a determination regarding responsibility in response to an investigation of sex discrimination triggered by a formal complaint.

3. Investigative Report

The investigative report is a written account of the findings of the investigation conducted in response to a formal complaint.

4. Remedies

Remedies are individualized measures provided to a complainant designed to restore or preserve the complainant's equal access to the education program and activities of the school system when a respondent is found responsible for sex discrimination.

Remedial measures available to a complainant following a determination of responsibility include counseling, mental health services referral, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, escort services, mutual or one-way restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring, and other measures determined by school officials to be necessary to restore or preserve the complainant's equal access to the education program and activities, regardless of whether such measures impose a burden on the respondent or are punitive or disciplinary in nature.

5. Disciplinary Sanctions

Disciplinary sanctions are consequences imposed on a respondent when the respondent is found responsible for sex discrimination.

B. FILING A FORMAL COMPLAINT TO INITIATE THE GRIEVANCE PROCESS

A formal complaint initiates the grievance process.

1. Individuals Who May File a Formal Complaint

a. Eligible Complainants

Eligible individuals who believe that they have been discriminated against in violation of policy 1725/4035/7236, Title IX Sex Discrimination – Prohibited Conduct and Reporting Process, may initiate the grievance process for alleged sex discrimination by filing a formal written complaint with the Title IX coordinator. To be eligible to file a formal written complaint, the complainant must be participating in or attempting to participate in the education program or activities of the school system at the time of filing.

b. The Title IX Coordinator

If the complainant does not wish to file a formal complaint and the matter has not been adequately resolved through the provision of supportive measures, the Title IX coordinator may initiate the grievance process by signing a formal complaint. In accordance with law, only the complainant and the Title IX coordinator may initiate the grievance process; no other individuals or school officials shall have authority to do so.

2. Time Period for Filing a Formal Complaint

There is no deadline for filing a complaint. A complaint should be filed as soon as possible after the conduct occurs, preferably within 30 days after the complainant becomes aware of the alleged sex discrimination, unless the conduct forming the

basis for the complaint is ongoing. School officials will initiate the grievance process regardless of when the formal complaint is submitted, but delays in reporting may significantly impair the ability of school officials to investigate and respond to the allegations.

In addition, in some circumstances it may be necessary for the Title IX coordinator to sign a formal complaint to initiate the grievance process in order to meet the school system's legal obligations when the coordinator is aware of sex discrimination or alleged sex discrimination and the complainant has not yet filed a formal complaint. The Title IX coordinator can do so at any time.

3. Contents of the Formal Complaint

The complaint should (1) contain the name and address of the complainant and the student's parent or guardian if the complainant is a minor student, (2) describe the alleged sex discrimination, (3) request an investigation of the matter, and (4) be signed by the complainant or otherwise indicate that the complainant is the person filing the complaint.

4. How to File the Formal Complaint

The complaint may be filed with the Title IX coordinator in person, by mail, or by email. Complaint forms may be obtained from the Title IX coordinator or on the school system website.

5. School System's Response to Receipt of the Formal Complaint

- a. Upon receipt of a formal complaint of sex discrimination, the Title IX coordinator shall engage in an interactive process with the complainant, consider the provision of supportive measures in light of the complainant's wishes, provide supportive measures as appropriate, and otherwise fulfill the requirements of Section D of policy 1725/4035/7236, Title IX Sex Discrimination – Prohibited Conduct and Reporting Process, unless the Title IX coordinator has already done so in response to an initial report of the same allegation of sex discrimination.
- b. School officials reserve the right to consolidate formal complaints against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sex discrimination arise out of the same facts or circumstances. The Title IX coordinator shall advise the complainant if the formal complaint will be consolidated with others.
- c. The formal complaint initiates the grievance process as described below.

C. GENERAL PRINCIPLES OF THE GRIEVANCE PROCESS FOR FORMAL COMPLAINTS

To ensure a complete, thorough, and fair grievance process for formal complaints of sex discrimination, school officials responsible for the investigation, adjudication, or appeal of a formal complaint of sex discrimination shall comply with the following requirements. Failure by any school official to comply with these requirements or other standards or procedures established in this policy is cause for disciplinary action.

1. Equitable Treatment

Complainants and respondents must be treated equitably throughout the grievance process. Relevant evidence collected in the investigation of a formal complaint must be evaluated objectively. No individual designated as a Title IX coordinator, investigator, decision-maker, or appeal decision-maker will have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

The complainant and respondent shall be provided an equal opportunity to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be an attorney. If a party elects to be represented by an attorney, the party should notify school officials in advance so that an attorney for the school system may also be present. Any restrictions on advisor participation in any proceeding must be applied equally to both parties.

The complainant and respondent will both be provided a description of the range of supportive measures available to them.

2. Adequate Training

The Title IX coordinator, and all persons serving as Title IX investigators, decision-makers, or appeal decision-makers shall receive training on what constitutes sex discrimination, the scope of the school system's education program and activities, how to conduct an investigation and grievance process, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. Decision-makers will be trained on any technology to be used at a live hearing and on issues of relevance of questions and evidence.

Materials used to train coordinators, investigators, decision-makers, and appeal decision-makers will not rely on sex stereotypes and shall promote impartial investigations and adjudications of sex discrimination. Copyright restrictions will be taken into consideration in selecting training materials in order to comply with the school system's legal obligation to make all training materials available on the school system's website.

3. Presumption of Non-Responsibility/Innocence

At all times prior to a determination regarding responsibility by the decision-maker, there will be a presumption that the respondent is not responsible for the alleged conduct.

4. Burden of Proof and Production of Evidence

The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility will at all times rest on the school system and not on the complainant or respondent. Formal rules of evidence shall not apply in the grievance process.

5. Written Notice of Meetings and Other Proceedings

Parties whose participation is invited or expected at any hearing, investigative interview, or other meeting will be provided written notice of the event's date, time, location, participants, and purpose with sufficient time for the party to prepare to participate.

6. Confidentiality and Privacy

The school system will keep confidential the identity of any individual who has made a report or formal complaint of sex discrimination, any complainant, any respondent, and any witness, except as may be permitted by FERPA, as required by law, or as necessary to carry out a Title IX proceeding. A violation of this provision may constitute retaliation.

All meetings, hearings, or other proceeding conducted pursuant to this policy will be private except to the extent that the parties are permitted to be accompanied by others as provided in subsection C.1 above.

School officials shall not access, consider, disclose, or otherwise use a party's medical, mental health, or other records that are made or maintained by a professional or paraprofessional in connection with the provision of treatment to the party without the party's voluntary written consent.

7. No Disclosure of Privileged Information

No person acting on behalf of the school system shall require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

8. Timeliness of Process

School officials shall make a good faith effort to conduct a fair, impartial grievance process in a timely manner designed to provide all parties with a prompt and equitable resolution. It is expected that in most cases, the grievance process will be concluded through the adjudication phase within 90 days after filing the formal complaint. The board reserves the right to extend this time frame or any deadline contained in this policy for good cause with written notice to the parties of the delay and the reason for the delay. Good cause may include but is not limited to the absence of the parties or witnesses, concurrent law enforcement activity, or the need for language assistance or accommodation of disabilities.

The Title IX coordinator or other responsible school official shall make reasonable efforts to keep the complainant and respondent apprised of progress being made during any period of delay.

D. THE GRIEVANCE PROCESS FOR FORMAL COMPLAINTS: PART I – INVESTIGATION

1. Step 1 – Notice of Allegations

- a. Upon the filing of a formal complaint, the Title IX coordinator shall, within five school business days, provide the known parties written notice of the allegations that includes:
 - i. notice of the allegations of sex discrimination in sufficient detail to permit the parties to prepare a response before any initial interview, including:
 - a) the identities of the parties involved, if known;
 - b) the conduct allegedly constituting sex discrimination; and
 - c) the date and location of the alleged incident, if known;
 - ii. a copy of this policy to give notice of the school system's grievance process, including the investigative and adjudication procedures, and any informal resolution process available;
 - iii. notice that the parties may have an advisor of their choice and that either party may inspect and review any evidence;
 - iv. notice of the provision in board policy 4340, School-Level Investigations, that prohibits students and employees from knowingly making false statements or knowingly submitting false information during the grievance process; and

- v. a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process.
 - b. If during the investigation, the investigator decides to investigate allegations of sex discrimination not included in the initial notice provided above, notice of the additional allegations will be provided to the parties.
2. Step 2 – Review Grounds for Dismissal of the Formal Complaint

The Title IX coordinator shall review the allegations and determine whether the formal complaint must be dismissed without further investigation because the conduct alleged in the formal complaint, even if assumed true, would not constitute sex discrimination as defined in this policy, did not occur in the school system's education program or activities, or did not occur against a person in the United States. Such a dismissal does not preclude action under another provision of the Code of Student Conduct, board policy, or expected standards of employee behavior. The complaint will not be dismissed at this stage on the basis that the allegations are frivolous, without merit, or otherwise unfounded.

Upon a dismissal, the Title IX coordinator must promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. The parties have the right to appeal the decision as provided in Section F.

The Title IX coordinator shall refer the matter that was the subject of the dismissed complaint to the principal for further action as warranted.

3. Step 3 – Initiating the Investigation

If the complaint may proceed, the Title IX coordinator shall notify the appropriate investigator, who shall investigate the formal complaint.

- a. In order to provide a neutral and objective investigation, the investigator shall not be a party to the complaint under investigation. The investigator of a formal complaint is ordinarily determined as described below; however, the Title IX coordinator, in consultation with the superintendent, may determine that conflict of interest, bias, or other individual circumstances warrant the assignment of a different investigator.
 - i. If the respondent is a student, the investigator is the principal or designee of the school with jurisdiction over the incident.
 - ii. If the respondent is an employee or applicant for employment, the investigator is the senior human resources official or designee.

- iii. If the respondent is neither a student nor an employee/applicant for employment, the principal of the school/site supervisor at which the complainant is enrolled or employed shall be the investigator.
 - iv. Notwithstanding the above designations, (1) if the respondent is the senior human resources official, the superintendent shall investigate the complaint; (2) if the respondent is the superintendent or a member of the board, the Title IX coordinator shall immediately notify the board chair who shall direct the board attorney to investigate, unless the board chair determines that outside counsel should be engaged to investigate.
- b. The investigator may request assistance from the Title IX coordinator to conduct the investigation.
 - c. The Title IX coordinator and the investigator shall jointly assess the need for supportive measures for either party, including assessing the effectiveness of any supportive measures currently being provided to the complainant, and, as necessary, will implement appropriate measures in a timely manner and monitor the effectiveness of the measures during the pendency of the investigation and prior to a final determination regarding responsibility. Supportive measures provided to the complainant or respondent will be maintained as confidential to the extent that maintaining such confidentiality does not impair the ability to provide the supportive measures.
 - d. The investigator shall explain the process of the investigation to the complainant and respondent.
4. Step 4 – Conducting the Investigation

The investigator is responsible for gathering evidence sufficient to reach a determination of whether the allegations in the formal complaint are true and whether the facts as determined by the investigator establish that sex discrimination as defined in this policy occurred. In so doing, the investigator shall impartially, promptly, and thoroughly investigate the complaint.

- a. The investigator shall interview all individuals who may have relevant information, including (1) the complainant; (2) the respondent; (3) individuals identified as witnesses by the complainant or respondent; and (4) any other individuals who are thought possibly to have relevant information. Prior written notice shall be provided to a party whose participation is invited or expected for any investigative interview or meeting in accordance with subsection C.5 above. The investigator shall provide the complainant and respondent an equal opportunity to present fact

and expert witnesses and other evidence tending to prove or disprove the allegations.

- b. The investigator shall ensure that the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the school system and not on the complainant or respondent.
- c. The investigator shall not restrict the ability of either party to gather and present relevant evidence or to discuss the allegations under investigation.
- d. The formal complaint and the investigation will be kept confidential to the extent possible. Information may be shared only with individuals who need the information in order to investigate and address the complaint appropriately and those with a legal right to access the information. Any requests by the complainant or respondent for further confidentiality will be evaluated within the context of the legal responsibilities of the school system.

The investigator may, with approval of the Title IX coordinator, dismiss the formal complaint or any allegations therein if at any time during the investigation or decision-making process: (1) the complainant notifies the Title IX coordinator in writing that he or she would like to withdraw the formal complaint or any allegations therein; (2) the respondent is no longer enrolled or employed by the school system; or (3) specific circumstances prevent school officials from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein. Upon dismissal, the Title IX coordinator shall promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. The parties have the right to appeal the decision as provided in Section F.

The investigator may consider the matter that was the subject of the dismissed complaint for action in accordance with board policy for violation of other expected standards of student or employee behavior.

5. Step 5 – Investigative Report and Opportunity to Review Evidence

- a. The investigator shall prepare an investigative report that fairly summarizes the relevant evidence.
- b. Before completing the final report, the investigator shall send to each party and the party's advisor, if any, in hard copy or electronically, all the evidence collected which is directly related to the allegations raised in the formal complaint. The parties shall have 10 days to submit a written response for the investigator's consideration before the investigator finalizes the investigative report.

- c. Following the parties' opportunity to respond to the written evidence, the investigator shall finalize the written investigative report, including a recommendation on the question of responsibility and any recommended discipline sanction.
- d. The investigator shall provide a copy of the report to each party and the party's advisor, if any, for their review and written response. The investigator shall also notify the parties of the opportunity to submit written questions to the other party and witnesses as provided in subsection E.2 below. The parties shall have 10 days to provide a written response to the investigative report, along with the party's initial set of written questions.
- e. The investigator shall provide to the decision-maker a copy of the investigative report, the relevant evidence, and the parties' written responses to the report and initial sets of written questions.

The investigator shall also provide a description of the procedural steps taken, starting with the receipt of the formal complaint and continuing through the preparation of the investigative report, and including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence.

E. THE GRIEVANCE PROCESS FOR FORMAL COMPLAINTS: PART II – ADJUDICATION

The superintendent or designee (hereinafter "superintendent") shall serve as the decision-maker. In his or her role as decision-maker, the superintendent shall provide for the exchange of questions between the parties and a decision on responsibility in a manner consistent with state law and as provided below.

1. Step 1 – Exchange of Questions and Answers

After the parties are sent the investigative report, the superintendent shall provide the parties an opportunity to submit written, relevant questions that the party wants asked of any other party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party in accordance with a reasonably prompt time frame established by the superintendent. The parties shall submit their initial set of written questions at the time they submit their response to the investigative report as described in subsection D.5.d above.

- a. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior will be considered not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's sexual behavior with respect to the respondent and is offered to prove consent.

- b. The superintendent must explain to the party proposing the questions any decision to exclude questions as not relevant.

2. Step 2 – Decision on the Question Regarding Responsibility

Following the exchange of questions as described above, the superintendent shall decide the question regarding responsibility, any disciplinary action/ recommendation of disciplinary action, and any other measures the superintendent deems appropriate. The superintendent shall consider all the relevant evidence objectively, including evidence in the investigative report and any additional information provided by the parties through the exchange of questions and responses as provided in subsection E.1 above.

Based on an objective evaluation of the evidence, the superintendent shall determine whether the preponderance of the evidence supports a finding that the respondent is responsible for sex discrimination in violation of board policy, and if so, what disciplinary sanction will be imposed or recommended. Remedies will be provided to the complainant if the respondent is found responsible.

3. Step 3 – Written Determination Regarding Responsibility

The superintendent shall issue a written determination regarding responsibility simultaneously to both parties that includes:

- a. identification of the allegations potentially constituting sex discrimination under board policy;
- b. a description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- c. findings of fact supporting the determination;
- d. conclusions regarding the application of board policy and/or the Code of Student Conduct or expected standards of employee behavior to the facts including whether the respondent engaged in prohibited sex discrimination or other proscribed conduct;
- e. a statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions imposed on the respondent (which may be a recommendation to the board for discipline that is beyond the authority of the superintendent or other decision-maker), and whether remedies designed to restore or preserve

equal access to the school system's education program and activities will be provided to the complainant;

- f. the procedures and permissible bases for the complainant and respondent to appeal; and
- g. any other notices that are required to accompany the decision under state law, such as when the superintendent imposes a long-term suspension or recommends dismissal of an employee.

F. GRIEVANCE PROCESS FOR FORMAL COMPLAINTS: PART III – APPEAL

The parties shall have the right to appeal to the board of education the determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any dismissal of a formal complaint or any allegations therein. If a party appeals both the determination regarding responsibility and the disciplinary sanctions imposed, both matters will be heard by the board at the same time. If both parties appeal, the appeals will be heard at the same time.

The standard for review upon appeal to the Board of Education shall be a preponderance of the evidence.

1. Deadline and Grounds for Appeal

Either party may appeal by submitting a request in writing to the superintendent within three school business days of receiving the determination regarding responsibility, unless the party is entitled to a longer appeal period under state law or board policy. Any longer appeal period applicable to one party shall apply equally to the other party. The grounds for appeal may be any of the following:

- a. procedural irregularity that affected the outcome of the matter;
- b. new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
- c. the Title IX coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter;
- d. the disciplinary sanction is inappropriate or unreasonable; or
- e. any other basis provided by law or board policy governing appeals to the board.

In cases where disciplinary sanctions against the respondent include a Superintendent's recommendation for expulsion under G.S. §115C-390.11, the Board is required by law to consider the matter as set forth in state law and Policy 4353. The Superintendent is responsible for notifying the Board of his/her recommendation to expel under G.S. §115C-390.11 regardless of whether any party files an appeal to the Board under this Policy. If either party files an appeal, the Board's consideration of the Superintendent's recommendation for expulsion shall also serve as the appeal.

2. Notice of the Appeal

In all appeals, the other party will be notified in writing when an appeal is filed and be provided a copy of the appeal.

3. Appeal Procedures

- a. The board will hear the appeal unless otherwise required by law. The board may designate a panel of two or more board members to hear and act on behalf of the board.
- b. Appeal procedures will be implemented equally for both parties and will follow the procedures in policy 2500, Hearings Before the Board, modified as necessary to allow equal participation of the parties.

If the appeal includes an appeal of a disciplinary sanction, the procedures in policy 4370, Student Discipline Hearing Procedures; policy 7940, Classified Personnel: Suspension and Dismissal; or policy 7930, Professional Employees: Demotion and Dismissal, shall also apply as applicable.

- c. After the notice of appeal is provided, both parties will be given 10 days to submit a written statement in support of, or challenging, the outcome. If the basis of the appeal is newly available evidence affecting the outcome, the party shall submit such evidence or a summary of such evidence along with the party's written statement.
- d. The board will review the record and the written argument of the parties submitted on appeal, determine whether additional information is needed from any party, and take any other steps that the board determines to be appropriate in order to respond to the appeal.

4. Decision on Appeal

- a. After considering the record and written statements of the parties, the board will determine whether the grounds for the appeal have been substantiated.

- b. If substantiated, the board will determine the appropriate response, which may include a remand for a new investigation, a new decision, or both, or such other action as the board determines is needed to correct the error in the original proceedings.
- c. The board will provide a written decision describing the results of the appeal and rationale for the result within thirty days after receiving the appeal unless the decision is delayed for good cause. The written decision will be provided simultaneously to both parties.
- d. In the event of a superintendent's recommendation for expulsion, the board will provide a written decision in accordance with state law and F(4)(c) of this section.

5. When the Decision Becomes Final

If an appeal is timely filed, the determination regarding responsibility becomes final at the conclusion of the appeal process. However, if the decision on appeal is remand, the determination regarding responsibility does not become final until that process, including any appeal of the proceedings on remand, is concluded. If an appeal is not filed, the determination regarding responsibility becomes final after the three-day appeal period.

The superintendent shall ensure that a copy of the final decision is provided to the Title IX coordinator and shall confer with the Title IX coordinator regarding any remedies to be provided to the complainant, as described in subsection G.4 below.

G. DISCIPLINARY CONSEQUENCES, REMEDIES, AND OTHER RESPONSES FOR SUBSTANTIATED SEX DISCRIMINATION

1. Disciplinary Consequences for Students

Disciplinary consequences for substantiated sex discrimination will be assigned in accordance with the Code of Student Conduct. Based on the nature and severity of the offense and the circumstances surrounding the incident, the student will be subject to appropriate consequences and remedial actions ranging from positive behavioral interventions up to, and including, expulsion. In addition, the conduct also may be reported to law enforcement, as appropriate.

A student recommended for a long-term suspension or expulsion will have all applicable rights accorded by board policy and state law. A student with disabilities will have all rights accorded by law, including the right to a manifestation hearing before the imposition of a suspension or emergency removal exceeding 10 cumulative days in a school year.

This policy will not be construed to allow school officials to punish student expression or speech based on undifferentiated fear or apprehension of a disturbance or out of a desire to avoid the discomfort and unpleasantness that may accompany an unpopular viewpoint. However, false or malicious complaints of sex discrimination and false statements made in bad faith in the course of any grievance proceeding conducted pursuant to this policy are subject to disciplinary action.

Nothing in this policy will preclude the school system from taking disciplinary action against a student when the evidence does not establish sex discrimination as defined in this policy but the conduct violates other board policy and/or the Code of Student Conduct.

2. Disciplinary Consequences for Employees

Substantiated sex discrimination by employees is subject to discipline up to and including dismissal. In addition, the conduct may also be reported to law enforcement, as appropriate.

An employee recommended for suspension, demotion, or dismissal shall have all applicable rights accorded by board policy and state law.

Nothing in this policy will preclude the school system from taking disciplinary action against an employee when the evidence does not establish sex discrimination as defined in this policy, but the conduct violates other board policy or expected standards of employee behavior.

3. Consequences for Other Perpetrators

Volunteers and visitors who engage in sex discrimination will be directed to leave school property and/or be reported to law enforcement, as appropriate, in accordance with policy 5020, Visitors to the Schools. A third party under the supervision and control of the school system will be subject to termination of contracts/agreements, restricted from access to school property, and/or subject to other consequences, as appropriate. Nothing in this policy will be construed to confer on any third party a right to due process or other proceedings to which student and employee respondents are entitled under this policy unless such right exists under law.

4. Remedies

At the conclusion of the grievance process, the superintendent or other decision-maker shall confer with the Title IX coordinator to determine the remedies to be provided to the complainant when the respondent is found responsible for sex discrimination. The Title IX coordinator shall consult with the complainant in determining appropriate remedies.

The Title IX coordinator shall be responsible for the effective implementation of the remedies to be provided to the complainant.

5. Consideration of Need for More Extensive Response

If the superintendent determines that a school-wide or system-wide response is needed in order to respond to the sex discrimination in a way that is not clearly unreasonable under the circumstances, the superintendent shall provide additional staff training, harassment prevention programs, or such other measures as determined appropriate to protect the safety of the educational environment and/or to deter sex discrimination.

H. INFORMAL RESOLUTION

The Jackson County Board of Education provides informal resolution processes to resolve some formal complaints of sex discrimination without a full investigation and adjudication. Informal resolution is not available unless a formal complaint is filed and will not be used to resolve formal complaints alleging that an employee discriminated against a student based on sex. Further, school officials shall never condition an individual's enrollment, employment, or other rights on an agreement to waive the individual's right to a formal investigation and adjudication of a formal complaint.

The Title IX coordinator, or other school official in consultation with the Title IX coordinator, may offer the parties an informal process to resolve a formal complaint at any time prior to reaching a final determination regarding responsibility. Before using an informal resolution process, school officials must ensure that both parties have given voluntary, informed, written consent to attempt informal resolution. Accordingly, the Title IX coordinator, investigator, or decision-maker shall:

1. provide the parties (including the parent of a minor) a written notice disclosing:
 - a. the allegations;
 - b. the nature and requirements of the informal resolution process, including that if the parties agree to a resolution of the matter, the agreement precludes either party from resuming a formal complaint process arising from the same allegations; and
 - c. any consequences that could result from participating in the informal resolution process, including whether records will be maintained and could be shared; and
2. obtain the parties' voluntary, written consent to the informal resolution process.

Any agreement reached by the parties through informal resolution may include measures that are designed to restore or preserve the parties' equal access to the education program and activities, including measures that may be punitive or disciplinary in nature.

Any informal process should be completed within a reasonable period of time, not to exceed 60 days from filing the complaint unless special circumstances necessitate more time. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

I. RETALIATION PROHIBITED

Any act of retaliation or discrimination against any person for the purpose of interfering with any right or privilege secured by Title IX or because the person has made a report or filed a formal complaint or testified, assisted, or participated or refused to participate in any investigation, proceeding, or hearing involving sex discrimination is prohibited. Any person who is found to have engaged in retaliation will be subject to discipline, up to and including dismissal. Acts of retaliation may also be subject to policy 1760/7280, Prohibition Against Retaliation.

Complaints alleging retaliation are to be treated as claims of sex discrimination and may be filed in accordance with policy 1720/4030/7235, Title IX Nondiscrimination on the Basis of Sex.

J. RECORDS

The superintendent or designee shall maintain for a period of seven years records of the following:

1. each sex discrimination investigation including:
 - a. any determination regarding responsibility;
 - b. any audio or audiovisual recording or transcript from any live hearing;
 - c. any disciplinary sanctions imposed on the respondent; and
 - d. any remedies provided to the complainant designed to restore or preserve equal access to the school system's education program and activities.
2. any appeal and the result therefrom;
3. any informal resolution and the result therefrom; and
4. in conjunction with the Title IX coordinator, all materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an

informal resolution process. These materials will be made publicly available on the school system's website.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; Title IX of the Education Amendments Act of 1972, 20 U.S.C. 1681 *et seq.*, 34 C.F.R. pt. 106; *Gebser v. Lago Vista Independent School District*, 524 U.S. 274 (1998); *Davis v. Monroe County Board of Education*, 526 U.S. 629 (1999)

Cross References: Title IX Nondiscrimination on the Basis of Sex (policy 1720/4030/7235), Title IX Sex Discrimination – Prohibited Conduct and Reporting Process (policy 1725/4035/7236), Prohibition Against Retaliation (policy 1760/7280), Hearings Before the Board (policy 2500), School-Level Investigations (policy 4340), Student Discipline Hearing Procedures (policy 4370), Visitors to the Schools (policy 5020), Discrimination and Harassment Prohibited by Federal Law (policy 1710/4020/7230), Professional Employees: Demotion and Dismissal (policy 7930), Classified Personnel: Suspension and Dismissal (policy 7940)

Adopted: August 27, 2024

Travel Request Form

Please Note: Welcome to Jackson County Public Schools Travel Tracker, your one-stop travel center. Within this software, you can submit student field trip requests, reserve an activity bus for a field trip or athletic event, and reserve a car for staff travel. If you have any questions or comments please email Josh Francis at Jackson County Schools Transportation.

Trip Number **9550**

* Category Travel With Students

* Type of Trip Field Trip

* Field Trip Event
Standard Field Trip

Trip Leave

* Date **9/25/24** **Wednesday**

* Time 8:00 AM

Trip Return

* Date **9/27/24** **Friday**

* Time 2:00 PM

Trip Year/Week 2024-39

* Overnight or Out-of-State Yes

Comments

* Your School/Dept ⓘ **314 Fairview Elementary**
227 Fairview Road, Sylva, NC 28779

* Main Destination ⓘ **Blue Ridge Assembly**
84 Blue Ridge Circle, Black Mountain, NC

* Approximate Nbr of Miles Round Trip **130.04**

Special Instructions for Permission Slip


8/16/24

* **Funding Source** **#1** School Funded Field Trips Budget Code

Funding Source Desc Budget Code Desc

Funding Approver

Are funds payable to a third party? Yes
(Does venue require payment prior to trip?)

Amount of Payment 16,000

Payment Option

Purchase Order/Requisition Nbr

Payment Due To

YMCA Blue Ridge Assembly
84 Blue Ridge Circle
Black Mountain, NC 28711

Comments Concerning Payment

I'm not sure the exact cost yet because I'm not sure how many people will attend.

* Teacher / Advisor / Staff Name Vyanne Fisher

* Teacher / Advisor / Staff Phone # 8285079659

Teacher / Advisor / Staff Email vfisher@jcpsmail.org

Note: This email will receive the requester emails if different from requester

Emergency Contact Info

☒ Same as Teacher / Advisor / Staff

* Emergency Contact Name Vyanne Fisher

* Emergency Contact Phone # 8285079659

* Grade Level(s) Making Trip

5

* Description of Group or Person(s)
Making Trip

6th grade students, teacher, and chaperones

* Educational Objective for Field Trip

This is our team building activity for the beginning of 6th grade and for the beginning of the students middle school experience.

Special Indicators

Number of Individuals Making Trip

* Male Adults 8

* Female Adults 8

Total Adults 16

* Male Students 40

* Female Students 40

Total Students 80

Need 1 adult(s) for 10 or more students.

Need 1 adult(s) for every additional 10 students.

* Will the students be away from school
during lunch?

Yes

* If so, will these students need packed
lunches?

No

Nbr Students 80 **Teacher** Vyanne Fisher

Students will be away from school during the lunch period.

Additional Information

* Please list all Chaperones:

Kirsten Morgan, Vyanne Fisher, Reanna Clare, Heather Ellenburg, Nicole McFalls, Kayla Holland, Daniel Holland, Wes Jamison, Matthew Taylor, James Hogan, Josh Howell, Jeff Joiner, Chris Muse, Jason Fisher, Patricia Farley, Angie Harris

* Please list the driver's name:

Heather Ellenburg, Vyanne Fisher

* Will you be using external transportation (ex. train, plane, walking)? No

Vehicles Needed

* Do you need vehicles? Yes

Vehicle Pickup

* Date 9/25/24


* Time 8:00 AM

Vehicle Return

* Date 9/27/24

* Time 2:00 PM

Total Trip Hours 54.00

- * Type of vehicles needed to reserve Activity Bus 
- * How many vehicles do you need? 2
- * Need Lift? No

Nbr Wheelchair Slots 0 **Nbr Safety Vests** 0 **Nbr Fold Down Seats** 0

Special Needs

Comments or Details Concerning
Needs

Additional Comments:

Owner rcrisp@jcpsmail.org

Bid Id/Closing Date

Person Submitting Request vfisher@jcpsmail.org

Date Submitted

Field Trip Acceptance of Responsibility

By submitting this request, the trip sponsor (Teacher, Coach, Staff Member, etc.) is validating the following conditions:

1. Possess a current/valid Driver's License for the vehicle you will be driving
2. Absent of any medical condition, medications/alcohol/drugs that will impede the operation of a vehicle
3. You will obey all traffic laws while operating the vehicle
4. You will not "text" or operate any device that may distract you while driving the vehicle
5. Properly authorized use of a JCPS vehicle for official travel
6. Will only transport authorized passengers for the purpose of official travel
7. The lift is to be operated only for wheelchairs.
8. Chaperones must be at least 21 years old.
9. There must be one adult for every five students in grades K-6 for overnight trips.
10. There must be one adult for every seven students in grades 7-13 for overnight trips.
11. There must be one adult for every ten students in grades K-13 for non-overnight trips.
12. Chaperones must have an approved VOLUNTEER application on file with JCPS Human Resources

- * I have read and understand the information above.

Yes

Level 01 Approval - Location Approval

Comment

Decision Approved

Name emacaulay@jcpsmail.org

Decision Date Aug 14, 2024, 10:35:59 AM

Level 07 Approval - Central Office Approval

Comment

Decision

Designated Approver cfields@jcpsmail.org

Name

Decision Date

