

**ASHEBORO CITY BOARD OF EDUCATION**  
**Asheboro City Schools Central Office Boardroom**

**June 22, 2022**

**5:30 p.m.**

**Special Called Meeting**

**I. Opening**

- A. Call to Order
- B. Approval of Agenda

**II. Consent**

- A. Personnel
- B. 2021-2022 Student Intern Salary Schedule
- C. Approval of Request for Authorization of Noncompetitive Procurement Proposal –  
Kidd's Connect OT, LLC
- D. Approval of Request for Authorization of Noncompetitive Procurement Proposal –  
Engaging Schools

**IV. Adjournment**

\*Item(s) requires action/approval by the Board of Education

**Asheboro City Board of Education meetings are paperless. All information for the board meetings may be viewed at <http://www.asheboro.k12.nc.us> under Board of Education the Friday following the board meeting.**

**Asheboro City Schools  
Personnel Transactions  
June 22, 2022**

**\*A. ADMINISTRATIVE APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Andrews	Amber	BAL	Assistant Principal	08/01/2022 - 06/30/2024
Moody	Ryan	AHS	Principal	7/11/2022 - 6/30/2026

**ASHEBORO CITY SCHOOLS  
ADMINISTRATOR APPOINTMENTS  
June 22, 2022**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Andrews, Amber	Bennett College B: Biology NC A&T State University M: School Administration	9-12 Biology School Administrator

Ms. Amber Andrews is recommended to serve as the Assistant Principal at Balfour Elementary School. Ms. Andrews is coming to Asheboro City Schools from Guilford County Schools where she currently is the lead science teacher and curriculum facilitator at Greensboro Middle College. She completed her administration internship at Mendenhall Middle School where she participated in staff and grade level meetings, school leadership meetings, and served as the 7<sup>th</sup> grade administrator. Ms. Andrews spent six years as a science teacher at Page High School. While at Page she coached the dance team, and was an assistant softball coach. Ms. Andrews is passionate about education and strives to do what is best for students every day. She understands the importance of relationships and creating a nurturing environment for students and staff. We are pleased to welcome Ms. Amber Andrews to Asheboro City Schools!

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Moody, Ryan	The Citadel B: Business Administration Western Carolina University M: School Administration High Point University D: Educational Leadership	Marketing, 6-12 School Administrator

Dr. Ryan Moody is recommended to serve as the principal at Asheboro High School. Dr. Moody is currently the principal at J.M. Morehead High School in Eden, NC where he has been the principal for four years. In the 2019-2020 school year, Dr. Moody was named Rockingham County Student Health Principal of the Year. Other accomplishments include increased student attendance, increased graduation rate, and implemented Success 101, which is a Student Intervention Program to increase student promotion and academic performance. Prior to becoming a principal, Dr. Moody served as an assistant principal at Otis L. Hairston Middle School and Grimsley High School. Before entering administration, Dr. Moody taught marketing at Ragsdale High School for six years. While at Ragsdale he was an assistant football and track coach. We are pleased to welcome Dr. Ryan Moody to Asheboro City Schools!

**SALARY SCHEDULE**  
**2021-2022**  
(effective June 2022)

**STUDENT INTERN**

	HOURLY SALARY
Intern	\$15.00



# PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION Eric C. Davis, Chairman

DEPARTMENT OF PUBLIC INSTRUCTION Mark Johnson, Superintendent of Public Instruction

WWW.DPI.NC.GOV

**TO** Sandy Spivey Ayers, Finance Officer  
Asheboro City Schools-761

**FROM** Krystie Terry, Procurement Specialist  
NC Department of Public Instruction

**DATE** June 13, 2022

## **APPROVAL OF REQUEST FOR AUTHORIZATION OF NONCOMPETITIVE PROCUREMENT PROPOSAL – Kidd’s Connect OT, LLC**

As the pass-through entity for programs authorized under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), the North Carolina Department of Public Instruction (DPI) may waive competitive procurement requirements for funding from authorized grant programs in accordance with Uniform Guidance §200.320 (2 CFR §200.320(f)(3)).

Based on information provided by Asheboro City Schools, the Federal Program Monitoring and Support (FPMS) Division and the Monitoring and Compliance section approves the request for authorization of the noncompetitive proposal for the vendor **Kidd’s Connect OT, LLC** for the period of availability of grant funds used to obtain this procurement. This was approved for Asheboro City Schools for highly specialized professional services. The expected cost of this contract is \$75,000.00 and is related to GEER Special Instructional Support (PRC 169).

Note that all procurements, including sole source procurements, must comply with the general procurement standards identified in Uniform Guidance §200.318 (2 CFR §200.318) and be adequately documented for potential review by auditors and/or monitors.

If you need additional information, please contact me ([Krystie.Terry@dpi.nc.gov](mailto:Krystie.Terry@dpi.nc.gov)) or your Federal Program Administrator.

c: Tina Letchworth, Assistant Director, Federal Programs Monitoring and Support

**NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION  
MONITORING AND COMPLIANCE SECTION**

6301 Mail Service Center, Raleigh, North Carolina 27699-6301

An Equal Opportunity/Affirmative Action Employer

## FEDERAL FUNDS NONCOMPETITIVE PROCUREMENT REQUEST

Submit the completed form via email to [ProcurementWaiversTeam@dpi.nc.gov](mailto:ProcurementWaiversTeam@dpi.nc.gov) (attach any additional documentation). One request must be submitted for each individual issue (e.g., one email / request per vendor); they cannot be combined.

**LEA Name and Unit Number:** Asheboro City Schools, 761

**Name and Title of Individual Submitting Request:**

Dr. Wendy Rich, Assistant Superintendent of Curriculum and Instruction

**Vendor Name:**

Kidd's Connect OT, LLC

**Federal Funding Source (including PRC):**

GEER Special Instructional Support (PRC 169)

**Scope of Work:**

Kidd's Connect OT, LLC is a local contractor who provides Occupational Therapy services. Our Occupational Therapist retired in December 2021. We have not been able to fill this vacancy. We cannot afford a lapse in services. Due to COVID-19, the amount of resources needed to address our students with disabilities has also increased. We will need to provide additional services during the summer months.

**Deliverables:**

Occupational Therapy services will be provided as needed for our Exceptional Children.

**Cost:**

\$75,000

<b>Noncompetitive Justification:</b> Select one or more of the procurement policy provisions below that best describes the exception to the Uniform Guidance bidding requirements for procuring goods or services valued \$10,000 or greater with federal funds.	
	<b>Inadequate Competition:</b> After solicitation of a number of potential sources, competition is determined to be inadequate. Bids were solicited and, no responsive bid is received, or only a single responsive bid is received and is rejected. Provide a copy of RFP or informal bid request, non-responsive answers, and, if one bid was received copy of the bid and reason for why it was rejected.
	<b>Public Exigency:</b> When life, safety or health of the public must be sustained through the immediate delivery of products or performance of services or a critical agency mandate, statutory or operational requirement must be fulfilled immediately. Please use the “other” box below to provide a narrative to support the selection of this justification.
X	<b>Highly Specialized Professional Services:</b> The procurement of professional services should be conducted through a bid process, the requesting unit can demonstrate that such services, due to unique or special circumstances, can't be procured in this manner. A resume or other details about the unique qualifications of this supplier must be attached. In addition, please use the “other” box below to provide a narrative to support the selection of this justification.
	<b>Highly Specialized Technical Services:</b> Another supplier cannot be chosen because the supplier provides services in connection with the assembly, installation or servicing of equipment of a highly technical or specialized nature. In addition, please use the “other” box below to provide a narrative to support the selection of this justification.
	<b>Proprietary Software / Hardware:</b> The requested upgrade to proprietary software or hardware is available only from this supplier, which performs the service only on a direct basis. Attach documentation supporting that the hardware or software is proprietary and that only this supplier and can perform the requested upgrade.
	<b>Equipment Continuity:</b> The requesting unit seeks equipment that must be compatible with existing equipment and/or standardizing on equipment which is necessary to assure interchangeability of parts. Please use the “other” box below to provide a narrative to support the selection of this justification.
	<b>Curriculum Continuity:</b> The requesting unit seeks curriculum that must be compatible with existing materials. Please provide a narrative in the “other” box below to explain how the existing materials are compatible with the requested material/services and how putting out for bid would cause a financial or significant hardship. You must also demonstrate that the Supplement vs Supplant compliance is being met for existing materials.
	<b>Amendment/Change Order:</b> Requests, not covered under existing contract, where current supplier is best positioned based on skill, knowledge, familiarity with the project to provide the extra work resulting in a cost savings to the unit over the cost of a new supplier. This also includes amendments that result in an extension of the term due to the successor contract or bidding process being incomplete prior to expiration of the current contract.

X

**Other (Please Explain in Detail):**

Since the COVID pandemic, we have had tremendous difficulty retaining and recruiting staff to provide highly specialized medical services for our students. In particular, our exceptional children with significant occupational therapy needs. This contract will provide continuity of occupational therapy services until the vacancy can be filled.

Attached is a resume for Leslie Kidd, owner of Kidd's Connect OT, LLC.

# Leslie M. Kidd

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**Permanent Address**

2457 Fairview Farm Rd.  
Asheboro, NC 27205

**Email**

[lmkidd444@hotmail.com](mailto:lmkidd444@hotmail.com)  
(336) 870-7860

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**EDUCATION** *B.A. Exercise and Sports Science (2004)*

**University of North Carolina at Chapel Hill**, Chapel Hill, North Carolina

*M.S. Occupational Science (2006)*

**University of North Carolina at Chapel Hill**, Chapel Hill, North Carolina

**OBJECTIVE** To obtain a part time flex or comparable occupational therapy position in the home health setting.

**EXPERIENCE**

**Randolph Health Home Health**, Asheboro NC

(July 2014-current)

Part Time Flex Occupational Therapist position working with adults and pediatrics ranging from 22-27 visits weekly.

- Experience in dressing, feeding, home evaluations/modifications, B UE strengthening, safety, education, home exercise programs, ADLs/IADLs, and UE injuries.
- Worked with team (intake coordinators, nursing, speech pathologists, social worker, and physical therapists) to provide a thorough, holistic patient centered approach to therapy.
- Presented at the local pediatrician office on occupational therapy services in the pediatric population.
- Successfully manage my schedule, obtain MD orders, submit authorizations, and carryout evaluations/treatment plans in a timely manner.

**Porter Pediatric Therapy**, High Point, NC

(March 2010-July 2014)

Pediatric Occupational Therapist (OT/L), Full Time Contract Services

- Independently received referrals, obtained prescriptions and evaluated/treated children from birth to 7 years in the head start, home and daycare settings. Managed my own schedule.
- Submitted and obtained authorization in the Medicaid system.
- Frequently educated the local head start teachers and administrators about occupational therapy, how to refer for services and carrying out treatment in the classroom.
- Worked with caregivers, teachers, Educational Service Providers, Mental Health Services, Speech Language Pathologists, Early Intervention Therapists, Service Coordinators, Physical Therapists and Head Start Directors to implement a thorough, holistic approach to therapy.
- Experience in oral motor, fine motor, visual motor, visual perceptual, self care, sensory processing, feeding, and strengthening treatment methods.

**Arise and Shine Therapy**, Inc. Charlotte, NC

(April 2009-March 2010)

Pediatric Occupational Therapist (OT/L), Part Time Contract Services

- Independently received referrals, obtained orders, evaluated, treated and scheduled patients. Managed entire caseload and authorization process with the exception of billing.
- Treated children with Autism, Sensory Processing Deficits, self care deficits, handwriting deficits, hypotonia, prematurity, Failure to Thrive, fine/visual motor and visual perceptual delays, developmental delays, Cerebral Palsy, etc.
- Implemented home programs, sensory diets, and strengthening programs. Worked with CDSA.

**Lake Norman Pediatric Therapy**, Charlotte, NC.

(April 2009-March 2010)

Pediatric Occupational Therapist (OT/L), Part Time Employee

- Treated a variety of patients in a clinic setting using a variety of treatment methods.
- Experience with visual perceptual treatment methods and worked in conjunction with the Pediatric Developmental Ophthalmologist to implement treatment plans.

**Infinity Children's Services**, Rome, GA

(October 2006-March 2009)

Pediatric Occupational Therapist (OT/L), Full Time Employee

- Evaluated and treated a variety of patients in a reputable clinic setting using a variety of treatment methods.
- Experience in feeding therapy, oral motor therapy, and sensory processing therapy.
- Worked in conjunction with SLP and PT to implement treatment plans.

**Durham Rehabilitation Institute**, Durham, NC

(May 2005-August 2005)

Fieldwork II, Occupational Therapy Student, Inpatient Rehabilitation

- Managed individual patient load and delivered treatment for patients in the Inpatient Rehabilitation Department. Diagnoses include BKA, THR, TBI, stroke, spinal cord injuries, and etc.
- Participated in the TBI team through meetings and treating patient patients with supervision.

## The Learning Challenge

Many factors contribute to student disengagement and inequities at the secondary level. Unmet learning needs and a lack of student social and emotional skillfulness can impede academic and school success. Some students don't feel safe or that they belong. Behavior issues interrupt learning. Limited time for collaborative planning and meaningful professional learning make it challenging for teachers to navigate these conditions effectively in order to create classroom environments that support the range of learners in their care. All of these factors have been exacerbated by the pandemic.

## The Opportunity

Educators are searching for ways to reach and teach all learners and to re-discover the joy in their craft. The Engaged Classrooms approach, with a focus on the holistic development of adolescents, offers a way forward. It empowers middle and high school teachers to create learning environments where students feel safe, connected, and motivated. Informed by research-based frameworks, Engaged Classrooms enhances teachers' capacity to implement targeted and viable classroom management, instruction, and discipline strategies that create Equity-Centered Classrooms where all students can thrive academically, socially, and emotionally.

The Engaged Classrooms Service offers multiple pathways for increasing academic engagement and achievement and strengthening social and emotional learning for each and every student:

**The Diagnostic** – A comprehensive process in which Engaging Schools collaborates with school leaders to assess current instructional practices and their effectiveness regarding academic engagement and achievement. The diagnostic includes a review of quantitative data, sensing interviews, classroom observations, a teacher survey, and school leader meetings. The diagnostic typically leads into one of the options that follow.

**[Engaged Classrooms Institute](#)** – A three-day, in-person, immersive experience into core frameworks and strategies that create the conditions for students to feel engaged and achieve higher levels of success. Through modeling, simulations, reading, discussion, and direct application, this dynamic institute empowers teachers to integrate academic, social, and emotional learning and development into the moment-to-moment life of their classrooms.

**[Engaged Classrooms: A Virtual Professional Learning Series](#)** – Eight, ninety-minute sessions that enhance teachers' capacity to reach and engage every student. Teachers experience and explore a set of classroom management, instruction, and discipline strategies that translate easily to the in-person environment. Collaboration is at the heart of the series, and regular opportunities to reflect on successes and tackle challenges are woven into each session.

**[Guided Discipline Institute](#)**– A three-day, interactive, in-person experience focusing on classroom management and discipline strategies that strengthen students’ self-awareness, self-management, and social and academic efficacy. Through modeling, simulations, reading, discussion, and direct application, teachers explore a wide range of promotion and prevention strategies that help students become more socially and emotionally skillful.

**[Guided Discipline Professional Learning Series](#)** – Five, ninety-minute virtual sessions that enhance teachers’ expertise in creating classrooms that strengthen students’ social and emotional skillfulness. The highly interactive sessions explore strategies that translate easily into the in-person classroom environment and provide opportunities for regular reflection and collegial dialogue around implementation.

**The Professional Learning Cycle** – Data-informed, sustained professional learning that equips teachers and instructional leaders to address a collectively held “problem of practice”—an unresolved problem of student learning. The Professional Learning Cycle is customized to each school’s context, supports mutual accountability among peers, and employs a core set of protocols that help teachers discover and plan for solutions that improve student outcomes. The cycle typically follows the diagnostic mentioned above and can be linked to the in-person institutes. Engaging Schools offers a Train-the-Trainer version of the Professional Learning Cycle.

The following frameworks promote equity and the academic success and achievement of each and every student and inform the Engaged Classrooms approach:

- [Six Conditions for Academic Engagement](#)
- [Learning and Life Competencies](#)
- [Domains of the Engaged Classroom](#)
- [Multi-Tiered System of Supports](#)

To learn more about the Engaged Classrooms Service for your school or district, connect with us at 800-370-2515 ext. 30 or email Sara Adelman at [sadelmann@engagingschools.org](mailto:sadelmann@engagingschools.org)

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<b>LEA Name and Unit Number:</b> Asheboro City Schools, 761
<b>Name and Title of Individual Submitting Request:</b> Dr. Wendy Rich, Assistant Superintendent of Curriculum and Instruction
<b>Vendor Name:</b> Engaging Schools
<b>Federal Funding Source (including PRC):</b> ESSER II funds (PRC 171)
<b>Scope of Work:</b> Engaging Schools provides professional development that empowers middle and high school teachers to create learning environments where students feel safe, connected, and motivated. Informed by research-based frameworks, Engaged Classrooms enhances teachers' capacity to implement targeted and viable classroom management, instruction, and discipline strategies that create Equity-Centered Classrooms where all students can thrive academically, socially, and emotionally. The Engaged Classrooms Service offers multiple pathways for increasing academic engagement and achievement and strengthening social and emotional learning for each and every student.  We are participating in the three-day Engaged Classrooms Institute. This is a three-day, in-person, immersive experience into core frameworks and strategies that create the conditions for students to feel engaged and achieve higher levels of success. Through modeling, simulations, reading, discussion, and direct application, this dynamic institute empowers teachers to integrate academic, social, and emotional learning and development into the moment-to-moment life of their classrooms.
<b>Deliverables:</b> These resources provide our schools with: <ul style="list-style-type: none"><li>-three-days of PD in the 22-23 school year for all secondary certified staff (divided into 4 groups of 45 staff members)</li><li>-books provided to 45 participants at 4 locations for all certified staff at Asheboro High School and both North and South Asheboro Middle Schools.</li><li>- explicit training on a core set of protocols that help teachers discover and plan for solutions that improve student outcomes.</li><li>-a professional learning cycle customized to each school's context that includes mutual accountability among peers</li><li>-classroom routines that promote engagement and deepen student understanding</li></ul>

**Cost:**  
\$115,000

**Noncompetitive Justification:** Select one or more of the procurement policy provisions below that best describes the exception to the Uniform Guidance bidding requirements for procuring goods or services valued \$10,000 or greater with federal funds.

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X

**Other (Please Explain in Detail):**

Since the COVID pandemic, we have had tremendous difficulty engaging students and meeting the multitude of socio-emotional, behavioral and academic needs that are prevalent in our secondary schools. Our teachers are not equipped or trained to handle these issues and this unique institute offers assistance to this problem that we feel will greatly benefit our students and staff for years to come. Engaged schools specializes in student disengagement and inequities at the secondary level and this is exactly the service we have been looking for.

Attached: Engaging Classrooms Services Description