



**NORTH CAROLINA**  
State Board of Education  
Department of Public Instruction



---

# **Report to the North Carolina General Assembly**

Interim Report

Transition Planning for Governor Morehead  
School for the Blind (GMS)

SESSION LAW 2023-10 (HOUSE BILL 11)

**Date Due: December 15, 2023**

## STATE BOARD OF EDUCATION

STATE BOARD OF EDUCATION VISION: Every public-school student in North Carolina will be empowered to accept academic challenges, prepared to pursue their chosen path after graduating high school, and encouraged to become lifelong learners with the capacity to engage in a globally collaborative society.

STATE BOARD OF EDUCATION MISSION: The mission of the North Carolina State Board of Education is to use its constitutional authority to guard and maintain the right of a sound, basic education for every child in North Carolina Public Schools.

**ERIC DAVIS**

Chair: Charlotte – At-Large

**ALAN DUNCAN**

Vice Chair: Greensboro –  
Piedmont-Triad Region

**MARK ROBINSON**

Lieutenant Governor: High  
Point–Officio

**DALE FOLWELL**

State Treasurer: Raleigh – Ex  
Officio

**CATHERINE TRUITT**

Superintendent & Secretary to  
the Board: Cary

**JILL CAMNITZ**

Greenville – Northeast Region

**REGINALD KENAN**

Rose Hill–Southeast Region

**VACANT**

North Central Region

**VACANT**

Southwest Region

**OLIVIA OXENDINE**

Pinehurst – Sandhills Region

**JOHN BLACKBURN**

Linville – Northwest Region

**DONNA TIPTON-ROGERS**

Brasstown – Western Region

**J. WENDELL HALL**

Ahoskie – At-Large

**VACANT**

At-Large

## Governor Morehead School Board of Trustees

Dr. Alan Chase, Chair

Ms. Tiana Sims Beachler, Vice Chair

Ms. Traci Wilkerson\*

Mr. J. Locke Milholland, IV

Dr. Sean Tikkun

Mr. John Deluca-Ex-Officio-Department of Health & Human Services (DHHS)

Dr. Ricky Scott- Ex-Officio-GMS Alumni Association

*\*Appointed by the State Board of Education*

**NC DEPARTMENT OF PUBLIC INSTRUCTION**

**Catherine Truitt, State Superintendent: 301 N. Wilmington Street: Raleigh, North Carolina 27601-2825**

In compliance with federal law, the NC Department of Public Instruction administers all state-operated educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law.

**Inquiries or complaints regarding discrimination issues should be directed to:**

Thomas Tomberlin, Director of Educator Recruitment and Support, NCDPI  
6301 Mail Service Center, Raleigh, NC 27699-6301 / Phone: (984) 236-2114 / Fax:  
(984) 236-2099

**Visit us on the Web: [www.dpi.nc.gov](http://www.dpi.nc.gov)**

## Overview

Pursuant to Session Law 2023-10 (House Bill 11), the state's schools for the deaf and blind will be governed by separate, independent boards of trustees, effective July 1, 2024. In preparation, the North Carolina Department of Public Instruction must develop a transition plan for the change in administration and submit interim reports to the State Board of Education and the Joint Legislative Education Oversight Committee by May 15, 2023, December 15, 2023, and March 15, 2024. **This school-level report provides a summary of updates on the work thus far. It also provides a more detailed look at the required questions, comments, and points to be clarified and highlights concerns specific to the Governor Morehead School regarding transition per the aforementioned Session Law as well as the recently passed state budget.**

## Planning

The GMS school personnel convened a meeting on October 23, 2023, with the Interim Director of Agency Schools and NCDPI School Planning representatives regarding the NCDPI/DHHS Maintenance Memorandum of Agreement (MOA) for the GMS campus. Specifically, to understand the de-coupling process and get a perspective on the transition issues and needs related to HB 259 (state budget) which transfers 16 positions back to the GMS campus for overall facilities and operations management. Please see Appendix A of this report for the actual agreement brokered by NCDPI on behalf of the school. More information will be discussed later in the report regarding specifics, please see Appendix A for reference.

The transition planning process is multi-faceted, and multiple people are working to: (1) identify needs/challenges, (2) respond to questions, (3) solidify timelines, (4) develop and execute communication protocols, and (5) prepare for the new governance structure. The three school directors, the Interim Director for Agency Schools and Alternative Learning, and the Deputy State Superintendent for Educator and Student Advancement, representatives from the following units at the Department of Public Instruction met on October 30, 2023.

- Human Resources
- NCDPI Legal

A temporary, part-time (20 hours per week) project manager position has recently been established to provide some much-needed assistance. The project manager will meet weekly with the Interim Director of Agency Schools and Alternative Learning to identify, review/revise, and track transition progress as the transition plan continues to take shape. The school directors will meet with the project manager bi-weekly to provide input, problem-solve, and help ensure that key benchmarks are being met. Governor Morehead School was in support of this position and provided some of the necessary funding out of the school current budget. The first joint meeting with the project manager and other aforementioned personnel was November 14, 2023.

## **Appointments to the Boards of Trustees (BOT)**

Section 6(a) of S.L. 2023-1- requires the General Assembly and the State Board of Education (SBE) to make initial appointments to the boards of trustees no later than 60 days after House Bill 11 became law. Each advisory board was asked to recommend candidates to the SBE for consideration. The SBE made its appointments during its July and August 2023 meetings. All of the SBE's appointees were currently serving as members of their respective school's advisory council.

### ***Governor Morehead School Board of Trustees***

Dr. Alan Chase, Chair

Ms. Tiana Sims Beachler, Vice Chair

Ms. Traci Wilkerson\*

Mr. J. Locke Milholland, IV

Dr. Sean Tikkun

Mr. John Deluca-Ex-Officio-Department of Health & Human Services (DHHS)

Dr. Ricky Scott- Ex-Officio- GMS Alumni Association

*\*Appointed by the State Board of Education*

## **Board of Trustee Training**

The Department of Public Instruction has collaborated with the North Carolina School Boards Association (NCSBA) to obtain training and membership opportunities for each board of trustees. NCSBA is offering CORE Board training to all board of trustee members and the three school directors in early December 2023. This training will define the roles and responsibilities of board members, open meeting requirements, public records requests, board member ethics, liability, and effective advocacy. As of December 1, 2023, the following members will attend the professional development opportunity provided by the NCSBA on December 14 & 15, 2023:

Dr. Alan Chase-Chair

Mr. John Deluca-Ex-Officio-DHHS

Dr. Sean Tikkun

Dr. Ricky Scott -Ex Officio-GMS Alumni Association

Mr. Melvin Diggs-School Director

The school has generated a separate tab/section on its website for the incoming board of trustees. The school has also provided an individual email address for each BOT member in order for them to correspond with the school community and stakeholders as they officially start their supervisory role on July 1, 2024. The initial BOT meeting occurred on October 18, 2023. Another meeting has been scheduled for December 11, 2023, to generate and review the drafted school report to be turned into the North Carolina Legislature on December 15, 2023.

### **Required response from the GMS Board of Trustees:**

- (1) Response to any assessments, issues, or recommendations submitted by the Department of Public Instruction in reports submitted as provided in subsection (a) of this section.
- (2) An assessment of employment rights, salaries, and benefits for current employees of the schools for the deaf and blind under the State Human Resources Act and State salary schedules as compared to those rights, salaries, and benefits of local school administrative unit employees under Chapter 115C of the General Statutes and identification of any areas where the transition may provide lesser protections, salaries, or benefits not addressed by this act.
- (3) An assessment of the most effective administrative structure for the schools for the deaf and blind.
- (4) Any other issues identified as part of the transition process and any legislative recommendations necessary to effectuate the transition.

### **Human Resources (HR):**

The NCDPI Office of Human Resources provides complete oversight for all HR support and services to the Department of Public Instruction's managers and other employees, including the three (3) residential schools. The HR functions include but are not limited to: recruitment, classification, salary administration, benefits administration, time and leave administration, employee relations, policy management, performance management, policy administration, etc. FIORI or the HRIS system, is administered by the Office of State Controller, DPI staff are designated HRIS account managers which allows them to request the correct FIORI and Security profiles through OSC. GMS HR staff will need this delegation of authority to ensure that required staff will have access to certain profiles within the HRIS system. Currently, LMS and NCVIP are managed with DPI, if this is to be delegated to GMS, the additional workload will need to be managed by the HR department at GMS (as with all state agencies). GMS has one, (Human Resources Manager/HR Agency Consultant II). GMS has similar staffing numbers as the Schools for the Deaf, currently, and will gain at least 16 additional staff members per HB 259. Based on input from NCDPI-HR and OSHR, regarding statutory necessities for decision-making and supervisory clearances within HR (required separation of duties, including employee relations duties).

The GMS Board affirms an allocation of one HR Director I position and one HR Technician I, along with the current HR position already in place to support the transition with recurring budget appropriation to fund the positions.

\*HR Director I - \$148,400

\*HR Technician II - \$48,036

## **School Planning:**

School planning professional architects and engineers provide capital project management for the residential schools. There are currently 14 active capital projects at GMS, in various stages of development from pre-design through construction close-out. There are 4 more capital projects funded to begin during the 2024 – 2025 school year. In addition, there are twenty other projects on campus that involve NCDPI school planning as they generally communicate directly with DHHS maintenance staff to ensure project planning and execution to its completion that may not require State Construction certification but need expert support outside of general maintenance. The projects total over \$4,000,000.00. See listing of Capital Projects below.

- Primary Transition
- Building IV HVAC and Generator
- Gym Roof
- Science Lab
- Currin Waste Line repair Part 2
- Currin HVAC
- Dorm A-D Toilets/Sprinkler
- Dorm Chillers
- GYM HVAC
- Simpson Structural
- Primary Phase 2
- GMS Security Phase 2
- Boiler Plant renovations
- Lineberry HVAC

Construction, repair, and renovation projects at state-owned facilities are managed by Capital Project Coordinators (CPCs) according to requirements of NC General Statutes, NC Administrative Codes, DOA/State Construction, DOI/State Fire Marshall, and the NC Building Codes. Future projects are entering the annual funding request cycle and are appropriated 1-3 years ahead of execution or implementation. Priority needs have been identified at each campus and cost estimates are being developed for State Construction review and approval.

The GMS Board requests retention of its current relationship with NCDPI School Planning because of the nature of State Capital Planning and Construction via memorandum of agreement. If this is not an option, the GMS Board affirms the need to add 2 positions to replace the GMS (CPC) and other management functions lost in transition. The cost to adequately cover the needed positions is which is less than the estimated cost of contracting this work suggested in the NCDPI JELOC report.

\*Engineer III- \$115,000

\*Architectural Supervisor II - \$118,100

### **Facilities Management:**

Coordination of the residential schools' assigned DOA motor fleet vehicles averages no more than 3 hours per month (36 hours annually) to include achieving reporting requirements. Currently, the GMS has 6 vehicles assigned from DPI's vehicle fleet allocation. It has been reported to the GMS school director from NCDPI staff that GMS will retain the six vehicles from the DOA upon transition GMS would incur additional costs regarding maintenance and upkeep ranging from insurance, inspections, general maintenance/repair to major repair and warranty contracts.

The GMS Board requests an additional \$15,000 in recurring vehicle service/maintenance funds.

### **NCDPI/DHHS Maintenance MOA for GMS:**

Even though the NCDPI report states that "From a facilities operations and security management perspective, much of the work is done by each school independently." It does not reference the maintenance memorandum of agreement with DHHS which has maintained a large percentage of operational and facilities maintenance work on GMS's campus since 2011. With the action to dissolve the MOA based on HB 259, there are deficiencies that need to be addressed during this transition phase. As per HB 259 and the accompanying appropriations, there are 16 positions that are to be transitioned back to GMS. The amount of \$1,395,547.00 will transfer to GMS specifically for salaries and diverse utility costs that the school does not currently pay directly. The preceding figure is based on its initial transfer back in 2011. There have been multiple legislative increases since 2011 that would impact salaries with these positions. There have also been multiple utility rate hikes that have occurred as well. There would need to be recurring funds beyond what is required in HB 259 to address the differences in salaries from 2011 to their present-day rates. The GMS Board is awaiting details from NCDPI & DHHS regarding what the unidentified number would be for purposes of this request.

In addition to recurring funds for salaries, GMS has identified the need to have dry storage, office spaces, equipment storage areas, and start-up equipment costs for the maintenance of the facility (50 acres), buildings (22), parking lots (17), and connected campus roads. Currently, the system GMS uses for generating workorders is connected and managed by DHHS personnel. GMS will need to purchase, set-up, and implement software to facilitate this function to GMS buildings.

Because of the need to house 15 maintenance staff members and other administrative positions due to the impending transition, there is a need for funds to upgrade and upfit the Penland Building at GMS. The campus does not have any additional spaces to house these positions in its current state. Further, the GMS Board would request that a special allowance be made regarding this issue connected to the transfer of positions.



The GMS Board requests that at least the Facilities Maintenance Manager (60038486), Grounds Supervisor I (60038385), and Maintenance Construction Technician III are transferred to GMS no later than April 15, 2023, to begin the hiring and planning process for this effort. Please see Appendices A, B, and C for additional information.

### **Technology (IT):**

The Department of Public Instruction (DPI) is currently paying for an Office 365 subscription for each residential school staff member. This has not been consistently charged back to schools, but the residential schools will be responsible for the cost of these licenses (\$6/employee/month). The total cost across the three schools is \$34,149.45. Staff must also pay for NCIDs at \$4/mo. – this charge is charged back but will need to be separated by billing.

DPI provides support for Office 365 and cybersecurity for the Schools for the Deaf and Blind. GMS's needs will increase once the school is responsible for their own systems management, and security vetting/training. Additionally, the GMS IT department will support as many as 25-30 additional employee's technology and networking assistance needs due to the transition.

The GMS Board affirms NCDPI's estimate of one specialist FTE needed (\$125,000 salary/benefits \* 1 = \$125,000) and requests position be added along with appropriate recurring funding.

\*IT Director I - \$125,000

### **School Business:**

The accounting and financial services for these schools are integrated into the Department of Public Instruction's existing Financial and Business Services. The following functions are performed for these schools: purchasing, accounts payable, cash management, grant management and compliance, budget, fixed asset management, payroll accounting, and general ledger accounting. NCDPI has also highlighted the need for GMS to obtain its own check processing system and procedure.

The costs associated with the school's financial administrative services for the deaf and blind are a portion of many different positions within the Office of Agency Financial Services of the Department of Public Instruction. These costs have been estimated based on the current Agency Financial Services payroll divided by the number of divisions administered. Estimated Salaries & Benefits for Agency Financial Services positions for financial administration of residential schools are \$201,250(2020-2021), \$209,160(2021-2022), \$217,260(2022-2023).

Currently, these functions and the associated controls, compliance, and oversight are assumed by the staff within DPI Financial and Business Services, Agency Financial Services. Based on the recommendation from the NCDPI JELOC report, as well as

required business controls/practices (separation of duties), the GMS Board requests the following positions and/or actions for its business and finance department with recurring funds that required by additional needs due to new positions in various departments (including maintenance) and transition:

- \*Reclassification of current Business Officer II to Business Director I - \$104,676 (current difference \$26,453)
- \*Budget Analyst II - \$82,300
- \*Accounting Tech I - \$55,453

The GMS Board also requests an additional one-time funding provision of \$25,000.00 for a financial audit to be performed by a third party prior to July 1, 2024, to ensure financial transactions and security for the school as it moves to its own independent governance structure.

### **Required School Admissions Criteria & Procedures:**

GMS has generated eligibility criteria and procedural documents pursuant to the outlined sections of HB 11. This information was reviewed by NCDPI legal prior to its implementation and subsequent posting on the GMS website. It is noted that according to NCDPI staff, these criteria, procedures, and corresponding applications will need to be reviewed and adopted by the incoming GMS BOT prior to July 1, 2024. The criterion is currently being used to determine eligibility for incoming students within the current year. Please see Appendix D for more details.

### **Requested changes to the admission process for The Governor Morehead School**

The current admissions process outlines a good general protocol, but the specific details necessary for a school specializing in a sensory disability are missing. It is requested that the below modifications be made to the admissions process to ensure admissions in the next 6 months are in alignment with the future goals of the institution. While under the oversight of NCDPI, PSU collaboration for assessment is a reasonable activity. The current policy places responsibilities of the PSU with the school that would no longer be appropriate as an independent entity.

Admission criteria should be reordered to place the current #3 as #1 to reflect the primary role of a visual impairment in referral. The second half of #1 under the admission procedure starting at “If the student has not been evaluated...” should be removed. Since Governor Morehead School is a placement on the continuum of service, a visual impairment and IEP would need to be assessed prior to consideration. Admissions procedure #2.c. requires more specific language and should list at minimum a “Teacher of Students with Visual Impairments” in addition to “additional professionals whose expertise is necessary to interpret evaluation data.” Finally, admissions procedure #2.d. includes an invitation to a PSU representative. This should be revised to include at minimum the “Teacher of Students with Visual Impairments and/or Case Manager”.

## **Legal:**

GMS will need highly qualified legal representation. Most importantly this firm will need to have expertise in IDEA Special Education Law, Contract Management, Technology Security Vetting, mediation/dispute resolution/due process/litigation, School Board Association policy approvals, etc. It will be essential that GMS has legislative funds allocated for legal representation because the current budget cannot support this added responsibility.

Annually, there are questions regarding how GMS's 115C certified licensed staff are to be funded for legislatively mandated increases. This should be thoroughly discussed with NCDPI's business office to ensure that appropriated funds are correctly allocated to support these staff members after the transition occurs. Staff members who currently fall under the 126 classifications should remain the same and those legislative increases are completed within the FIORI payroll system.

Special consideration should be discussed in regard to the newly hired classified staff who will begin to fall under Chapter 115C. As state employees, they may have different rights. This has not been encountered before and GMS would like to ensure that these staff members will not be negatively impacted with legislative increases, retirement benefits, etc.

Additional conditions to consider, GMS has many staff within each job classification that have salary inequities. These inequities have been developed because of many years' worth of delayed budgets. When budgets are delayed, and retro-acted back to July 1 of a year, the positions that were vacant on July 1, are not funded by legislative increases. GMS has tried to use salary reserves to correct some of the larger salary inequities and those have also been denied. It is essential that these salary inequities are reviewed and upon transition, this body considers correction of the salary inequities. Since state salaries are public record, these salary inequities are publicly noted. GMS will need legislative support to correct inequities, as the school's salary reserves will currently not sustain this significant financial impact. It is the Board's opinion that when vacant positions are filled, those position's salaries should be corrected to ensure there are no financial inequities across job classifications.

All three schools support 115C salary supplements for certified teaching and support staff. The schools receive no local funds. The GMS Board requests additional consideration given to this in respect to HB 11 and the possibility of new 115-c positions added at each school. The most recent legislative increases per HB 259 did not include this in its analysis. A legislative review to ensure supplements are fully funded per this action is immediately needed because the school has no sustaining capacity in salary reserves.

The GMS Board highlights the need of an allocation legislative liaison for Schools for the Deaf and Blind to support the opportunities to ensure all three schools are appropriately funded and meet the expectations of a sound, basic education for each of its students.

### **Other Considerations Due to Transition:**

As GMS transitions to a school governed by a Board of Trustees, there are also other positions that need to be added due to the transition. The position of Exceptional Children's Director is a vital and necessary area of support that must be added. This critical position is responsible for oversight of compliance, grant writing, required federal and state documentation, and general planning and programming for students that have an Individualized Education Program (IEP). This position is standard in all local education agencies (LEA's) and most public-school units in the state. Historically, our schools have shared the responsibility in oversight and support of this particular function. However, as this transition, takes place. Schools will not be able to share responsibilities as our schools will have separate needs and boards in addition to LEA/PSU identification codes.

Also, HB 11 has also given the GMS the ability to directly engage with parents, local education agencies, and public-school units across the state concerning enrollment and programming. Thus, consideration for programming for state-wide outreach support and short-term compensatory support is required to support both the school and state-wide efforts to support students and young adults with visual impairments. These efforts require additional supervisory and programming support. The GMS Board requests the allocation of the following positions with recurring funding support in light of these identified needs:

\*EC Director/School Administrator

\*Outreach Programs Administrator/School Administrator

\*Outreach Programs Support/School Educator II

\*Literacy Facilitator as per LEA/PSU allotment from NCDPI/State Superintendent (SY 2022-2023)/School Educator II

### **Request the inclusion of the Early Learning Sensory Support Program for Students with Visual Impairments in the transfer of programs to GMS**

The Early Learning Sensory Support Program for Students with Visual Impairments (formerly Governor Morehead Preschool) was transferred at the same time GMS went to NCDPI oversight. The current plan represents an incomplete transfer of the previous programs that allowed comprehensive services to students with visual impairments for the state of North Carolina. Student service and counts suggest that the current model is missing students or serving them inconsistently. In 2014 ELSSP served 601 students with visual impairments ages 3-5 (accounting for minor overcounts for ages one and two). In 2018 these same students would be in grades 3-5, but the state only reported 133 students with visual impairments according to disability accommodation data from state assessments.

At this time, it is unclear if this represents an underservice of the population in K-12 settings or an overserving of the same population in birth to 5 services. These services provide a vital outreach to families and students across the state. Siloed services,

especially around transition stages, do not benefit those served. Maintaining these two organizations under the same oversight would allow renewed consistency, stronger student identification, and smoother transition services. It would also increase the overall awareness of families to the specialized services provided by GMS.

### **Additional administrative structure for transition**

The demands of Braille instruction, translation, and consultation for all academic materials suggest positions should exist for the unique needs of a school serving students with visual impairments. This position could include expertise with low-vision devices like digital and ocular magnification to meet the needs of all students.

There is a position for braille instruction, but it is unlikely that a 115C position will recruit a sufficient expert with both training and knowledge to meet the diverse needs of the population.

A specialist position is necessary to meet this need and ensure the recruitment of a professional with significant professional experience who could also advise other professionals. Additionally, GMS currently lacks a User Support Analyst or Educational Technology Specialist. A position is necessary with some of these qualifications that also includes targeted knowledge in assistive technology, compatibility, and document accessibility compliance.

The demands of accessibility for every educational and administrative document makes this a critical position. These two positions would bring GMS into a relatively equal level of preparedness that also meets its unique needs as an institution. When GMS oversight was transferred to NCDPI there were multiple consultant-level positions included in that changeover. None of these positions are returning and these two positions are critical for the reasons detailed to meet the unique needs of the institution and its population.

### **Needs for NCDPI and/or legislative review for resolution:**

- Currently, GMS pays 34% of the cost of one employee who supports all three schools and is the Director of Digital Learning. This position wears many hats including serving as the “district level” Chief Technology Officer or Educational Technology Leader within and among all three schools (e.g., implementation of DLMI, Home Base products, UID, CIPA compliance, Eddie, OCR submissions, and e-Rate and pre-approval all IT purchases to ensure they meet the DPI and DIT requirements), Director of Career and Technical Education (providing leadership and management for the CTE comprehensive local needs assessment, annual application for funding, grant applications, accountability for CTE testing, and ensuring federal policy adherence), and Chief Academic Officer (overseeing LETRS and Amplify implementation, ensuring graduation requirements are understood). How will the responsibilities of this position and this position, itself, be handled in the separation? This position will be needed across all three schools whether done separately with GMS alone or jointly with the other two schools.

- Legislative requirements state that GMS must begin billing Medicaid or have the opportunity to do so. GMS was recently billed \$22,500 to initialize this possibility again. This mandate came legislatively but came with no legislative startup funds. Is there a way to re-coup these funds through legislative action?
- GMS Health Plan falls under NCDPI, as indicated on insurance cards. The Group Number is DPI's. How will this transition occur as GMS is basically becoming a new state agency? Who will drive the transition of health insurance? If this changes, when will this take effect? It must be a smooth transition to ensure coverage is correct and that claims being filed goes directly to the schools instead of DPI to prevent the claims from being denied.
- Clarification of HB 11 Section (8b) "Employees of a school for the deaf or blind governed by Article 9C of Chapter 115C of the General Statutes hired on or after July 1, 2024". Does this include all staff or what has been typically considered non-certified that were hired as previously as 126-C support staff?
- Will there be funding support for GMS to have research implemented to look at other optional procurement systems that may reduce time for processing purchases or that work in concert with state agency platforms?
- Will GMS need to purchase a new work order system for maintenance as part of the dissolution of the maintenance memorandum of agreement?

## **Appendix A: NCDPI – DHHS Maintenance Memorandum of Agreement**

### **AGREEMENT#**

#### **NC Department of Health and Human Services (DHHS) MEMORANDUM OF AGREEMENT (MOA)**

**BETWEEN:** North Carolina Department of Health and Human Services  
AND  
North Carolina Department of Public Instruction

This agreement provides for maintenance and utilities services for the Governor Morehead School, located on the Governor Morehead Campus, at 301 Ashe Avenue, Raleigh, North Carolina.

THIS AGREEMENT, made and entered into this 26th day of October 2011, is by and between the Department of Health and Human Services, hereinafter referred to as DHHS, and the Department of Public Instruction, hereinafter referred to as DPI.

The administrator of this MOA for the DHHS will be the Facility Maintenance Director of Central Regional Maintenance (CRM), Division of Property and Construction and the administrator for the DPI will be Barbria Bacon.

This MOA will begin on July 1, 2011, and may be amended, if mutually agreed upon in writing, to change scope. Such changes shall be incorporated as an addendum to this MOA. Since the initial budget and staff appropriated for these services were transferred from the Governor Morehead School to Central Regional Maintenance, this MOA shall not be terminated without legislation authorizing the permanent transfer of the appropriated budget to DPI.

DHHS agrees to provide:

- A. Water, sewer, steam and electricity through the Governor Morehead Campus central utility systems.
- B. Trash and waste removal from campus containers. Hazardous waste disposal is not included unless it is a portion of a demolition/construction project managed by DHHS.
- C. Quarterly service of the kitchen grease trap.
- D. Routine maintenance and service to building chiller systems. Major repairs requiring contractor-level response are not covered except management by DHHS staff as a part of a contract.
- E. Routine tests, inspections and repair of building fire alarm and sprinkler systems as permitted by applicable code. Licensed contractor required tests, inspections, or repairs are not covered. Routine building maintenance and repair

- F. Assistance, in coordination with DPI, with bidding/ contracting for non-routine maintenance when necessary.
- G. Preparation of OC-25 and capital improvement information for DPI to use in its request for repair and renovation funding from the annual Repair and Renovation Reserve administered by the Office of State Budget and Management.
- H. Routine maintenance of building IT cabling, and maintenance and upkeep of the exterior IT cabling infrastructure with prior approval by GMS IT staff
- I. Access to and use of the Dix Campus fueling station. GMS will be billed for fuel.
- J. "Mechanical repairs and preventive maintenance (PM) for activity buses. Maintenance that cannot be done by CRM staff and must be contracted out must be pre-approved by GMS and will be billed to GMS. PM for school buses and activity buses is covered by State Board of Education Policy TCS-H-005"  
<http://www.ncbussafety.org/manuals/index.html>.
- K. Maintenance support for other non-motor Fleet vehicles. For work that cannot be performed by CRM, prior approval will be obtained from GMS.
- L. Grounds maintenance to include cutting of lawns and shrubbery, cleaning of sidewalks and parking areas, snow removal from the parking lots and sidewalks.
- M. Notification of utility outages and upgrades that may impact the Governor Morehead School.
- N. Emergency maintenance on-call services.
- O. Use by the Governor Morehead School (DPI) of space in Cooke (2,500 sq. ft.) and Crockett-Peeler (4,900 sq. ft.) Buildings.
- P. A detailed accounting of all costs associated with these services by the 20th business day of the month following the end of the quarter.
- Q. Allocation of \$1,395,547.00 in the budget of Central Regional Maintenance, Division of Property and Construction, to cover the cost of maintenance and utilities for the Governor Morehead School. This funding will be adjusted as required to reflect funding provided by the General Assembly, such as for employee salaries and benefits. In the event total utility and maintenance costs for The Dorothea Dix Campus and the Governor Morehead School exceed the total allocation for the Dorothea Dix Campus and the Governor Morehead School, DHHS will invoice DPI for the Governor Morehead School's allocated share of the excess costs and provide documentation supporting the calculation to DPI.

DPI agrees to provide:

- A. Funding for the Governor Morehead School's allocated share of the excess costs of maintenance and utilities as described above in R. DPI shall pay the invoice no later than 30 days after receipt of the invoice and the appropriate supporting documentation.
- B. Housekeeping/Janitorial Services and supplies
- C. IT Services beyond general maintenance as determined by Central Regional Maintenance. Elevator and Chairlift services and maintenance as required by NC Department of Labor within all buildings allocated to DPI after consultation with Central Regional Maintenance.
- D. Administration of the AHERA (Asbestos hazard Emergency Response Act) Management Program per federal guidelines.
- E. Maintenance, service and repair and/or replacement for all foodservice equipment including exhaust hood systems after consultation with Central Regional Maintenance.
- F. DHHS continued use of space in the Simpson (6,900 sq. ft.) Building.
- G. Coverage for financial obligations resulting from litigation brought pursuant to the NC Tort Claims Act except if caused by DHHS's negligence.



H. Coverage and response for all incidents with adverse or unlawful environmental impact originating from or due to the operation of the DPI facilities on the campus.

Both DHHS and DPI agree to mutually cooperate to the extent feasible to ensure that the missions and activities of both organizations, as they relate to operations on the Governor Morehead Campus, are achieved.

N.C. Department of Health and Human Services

BY: Lanier M. Cansier

Date: 10/25/11

N.C. Department of Public Instruction

BY: June St. Clair Atkinson

Date: 11/1/11

BY: Lanier M. Cansier

DATE: 10/25/11

BY: June St. Clair Atkinson

DATE: 11/1/11

## Appendix B: GMS Maintenance Startup Cost

Equipment	Quantity	Cost	Type	Amount
<b>Vehicles</b>				
Trucks	2	\$50,000.00		\$100,000.00
Vans	3	\$50,000.00		\$150,000.00
Box Truck	1	\$100,000.00		\$100,000.00
Cars	3	\$25,000.00		\$75,000.00
Gators	3	\$10,000.00		\$30,000.00
Bobcat	1	\$50,000.00		\$50,000.00
Trencher	1	\$50,000.00		\$50,000.00
Back Hoe	1	\$100,000.00		\$100,000.00
<b>Landscaping</b>				
Riding Mowers	3	\$15,000.00		\$45,000.00
Push Mowers	6	\$2,000.00		\$12,000.00
Edgers	3	\$250.00		\$750.00
Trimmers	3	\$250.00		\$750.00
Tilers	1	\$250.00		\$250.00
Hand tools	1	\$10,000.00		\$10,000.00
Supplies	1	\$20,000.00		\$20,000.00
<b>Carpentry</b>				
Compressor and piping	2	\$5,000.00		\$10,000.00
Radial Arm Saw	2	\$2,500.00		\$5,000.00
Planer	2	\$2,500.00		\$5,000.00
Miter saw	2	\$2,500.00		\$5,000.00
Drill Press	2	\$2,500.00		\$5,000.00
Painters	3	\$1,000.00		\$3,000.00
Sander	3	\$1,000.00		\$3,000.00
Saws	5	\$500.00		\$2,500.00
Nail gun	1	20,000		\$20,000.00
Router table and Stand	1	\$5,000.00		\$5,000.00
Hand Tools	1	\$15,000.00		\$15,000.00
Supplies (nails, screws, wood, pipes, glue etc..)	1	\$25,000.00		\$25,000.00
<b>Mechanical</b>				
Refrigerant Reclaim System	2	\$15,000.00		\$30,000.00
Air Testers	2	\$7,500.00		\$15,000.00
Saws	5	\$500.00		\$2,500.00

Meters	5	\$750.00	\$3,750.00
Ductwork/pipes	3	\$30,000.00	\$90,000.00
Core removal tool	2	\$5,000.00	\$10,000.00
Refrigerant Gage	2	\$750.00	\$1,500.00
Hand Tools	1	\$20,000.00	\$20,000.00
Supplies (belts, filters, Fluids, thermostats)	1	\$25,000.00	\$25,000.00
<b>Plumbing</b>			
Snakes	10	\$250.00	\$2,500.00
Augers	3	\$2,500.00	\$7,500.00
Saws and Cutters	10	\$500.00	\$5,000.00
Meters	5	\$250.00	\$1,250.00
Pipes	1	\$20,000.00	\$20,000.00
Welders	2	\$2,500.00	\$5,000.00
Torches	10	\$250.00	\$2,500.00
Hand Tools	1	\$15,000.00	\$15,000.00
Supplies (glue, Solder etc....)	1	\$15,000.00	\$15,000.00
<b>Electrical</b>			
Meters (volt, ammeter, harmonic)	10	\$250.00	\$2,500.00
Conduit Bender	5	\$250.00	\$1,250.00
Fish tape	5	\$150.00	\$750.00
Conduits	1	\$20,000.00	\$20,000.00
Wires	1	\$20,000.00	\$20,000.00
Disconnects	15	\$500.00	\$7,500.00
Devices	1	\$10,000.00	\$10,000.00
Hand Tools	1	\$10,000.00	\$10,000.00
Supplies (tape, wire nuts, etc.)	1	\$10,000.00	\$10,000.00
<b>General</b>			
Ladders	20	\$250.00	\$5,000.00
Lifts	2	\$2,500.00	\$5,000.00
Pumps	3	\$1,500.00	\$4,500.00
Vacuums	10	\$250.00	\$2,500.00
Cabinets	15	\$250.00	\$3,750.00
Tool boxes	15	\$250.00	\$3,750.00
Tables	20	\$300.00	\$6,000.00
Chairs	20	\$300.00	\$6,000.00
<b>Total</b>			<b>\$1,237,250.00</b>

## Appendix C: Penland Upfitting for Maintenance and Administrative Project Estimate

Item Description	Quantity	Unit of Measurement	Unit Cost	Overhead	Total
Architectural	8200	sf	\$40.00	\$32,800.00	\$360,800.00
Plumbing	8200	sf	\$6.00	\$4,920.00	\$54,120.00
Mechanical	8200	sf	\$25.00	\$20,500.00	\$225,500.00
Electrical	8200	sf	\$6.00	\$4,920.00	\$54,120.00
Fire Alarm	8200	sf	\$5.15	\$4,223.00	\$46,453.00
Abatement	1	ls	\$20,000.00	\$2,000.00	\$22,000.00
	0	ea	\$80.00	\$0.00	\$0.00
	0	ea	\$80.00	\$0.00	\$0.00
Sub Total					\$762,993.00
Design Fee (10%)					76299.3
Contingency (5%)					38149.65
Building Upfit Total					\$877,441.95
Item Description	Quantity	Unit of Measurement	Unit Cost	Overhead	Total
48 port patch panel	1	ea	\$100.00	\$0.00	\$100.00
Fluke Networking Kit	1	ea	\$1,406.99	\$0.00	\$1,406.99
Patch panel punch-down tool	1	ea	\$39.99	\$0.00	\$39.99
1ft Patch cable	4	ea	\$140.00	\$0.00	\$140.00
24ct Laptop/Desktop Monitor set-up	18	ea	\$2,000.00	\$0.00	\$36,000
Network / Hardware Upfit Total					\$37,686.98
<b>Total Project</b>					<b>\$915,128.93</b>

## **Appendix D: GMS Admissions Criteria 2023-2024 (GMS)**

All students admitted to or enrolled in GMS shall, at minimum, present evidence that they meet the following admissions criteria:

1. The student possesses the minimum level of functioning necessary to participate in the educational programs offered by GMS. Specifically, the student demonstrates reasonably independent living skills and self-care in light of the student's age and visual impairment.
2. The student does not pose a risk of harm to self or others, does not pose a risk of substantial disruption to the learning environment at the school, and does not have medical or safety needs beyond the capacity of the school to reasonably accommodate.
3. The student presents with blindness or a vision impairment that, even with correction, adversely affects the student's educational performance.[4] In addition, the application must demonstrate that the student's primary educational needs are related to the student's blindness or vision impairment and require the specialized support and programs offered by GMS.

### **Admissions Procedures**

The admissions process for GMS shall be as follows:

1. An application for admission may be made on behalf of a student by the student's parent or legal guardian or upon the recommendation of a local education agency or charter school (collectively, "public school unit" or "PSU"). If the student has not been evaluated by the student's current PSU to be a student with a disability, the Director or designee shall coordinate with the current PSU to determine if the student is a student with a disability.
2. The application for admission shall be reviewed by an admissions committee consisting of the following members:
  - a. A chair designated by the Director.
  - b. The applicant's parent or legal guardian.
  - c. Any professional whose expertise is necessary to interpret evaluation data regarding the student's educational needs or specific visual impairment.
  - d. If the applicant is currently enrolled in a PSU, the chair shall extend an invitation to the PSU to appoint a representative.
3. When reviewing the application, the admissions committee shall consider multiple sources of information, as available, including at least the following:
  - a. Formal assessments of the student's specific educational needs or hearing impairment(s).
  - b. Recommendations of current and/or former teachers of the student. Evidence of the student's physical and emotional health.
  - c. Evidence of the student's physical and emotional health.
  - d. Indications of the student's current level of functioning including, adaptive behavior skills.
  - e. The student's current or proposed individualized education plan ("IEP").

4. The admissions committee shall issue a recommendation on the application to the Director or the Director's designee, who shall make the final decision regarding admission.

### Admission Status

A student may be admitted in one of two ways:

1. *Temporary Assignment* – a student may receive a temporary assignment to GMS for no more than 90 school days to allow school staff to monitor the student and gather additional information to inform the admission committee's final decision. A student admitted on temporary assignment is not guaranteed admission to GMS.
2. *Educational Program Assignment* – a student may be admitted if the admissions committee decides that the student meets the admissions criteria.

### Disenrollment

Once a student is admitted, the student's continued enrollment at GMS shall be subject to review by the admissions committee when the school determines that it is necessary to assess the student's continued satisfaction with the admissions criteria. Any consideration of dis-enrolling a student shall follow the same procedures as initial admission, with a final decision regarding the student's continued enrollment resting with the Director or designee.

### Free Appropriate Public Education

The PSU in which the student is enrolled shall have the initial responsibility to evaluate and identify the special needs of the student and provide a special education program and related services in accordance with Chapter 115C, Article 9 of the North Carolina General Statutes. If a parent of a student applies to enroll the student at GMS and the admissions committee determines that the student meets the admissions criteria, GMS shall be responsible for providing a free appropriate public education.

If, however, the admissions committee subsequently determines that the student no longer meets the admissions criteria, the responsibility for the provision of a free appropriate public education shall immediately revert to the PSU in which the student was previously enrolled or, if the student was enrolled in a home school, to the local education agency to which the student would be assigned under G.S. 115C-366.

### Due Process Hearing and Mediation

A parent may seek an impartial due process hearing, in accordance with Chapter 115C, Article 9 of the North Carolina General Statutes, following a final decision by the Director regarding an application for admission.

If the parent pursues a due process hearing to challenge the school's admission decision, the student shall remain at the PSU at which the student is currently or was previously enrolled. Prior to seeking a due process hearing under Article 9, parents are encouraged to pursue mediation under Article 9 to resolve any dispute regarding a determination of a student's eligibility for admission or the student's IEP.