



Uwharrie Charter Academy
Board of Directors Handbook
2022-2023

UCA Board of Directors Handbook

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ADMINISTRATIVE CONTACTS

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5154 Hwy 220 Business South | Asheboro

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lauren_o'brien@uwharriecharter.org

Assistant Principal

Kelly Phillips

301 Lewallen Road | Asheboro

(336) 610-0820

Middle School:

Principal

Mrs. Kristy Priest

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Assistant Principal

Mrs. Monica Doyle-Bass

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5154 US Hwy 220 Business South | Asheboro

(336) 610-0816

High School:

Principal

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Assistant Principal

Mr. James Green

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5326 US Hwy 220 Business South | Asheboro

(336) 610-0813

All of the above information can also be found on the Uwharrie Charter Academy Website:

<https://www.uwharriecharter.org>

In the event of school closing/delay due to inclement weather, the school notifies parents by phone and posts the closing/delay to WGHP Fox 8.

BOARD MEMBER CONTACT INFORMATION

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TERM DURATION

Board Member	Class	Year Ending	Current Term
Chelsey Butler	1	2023	1 st
David VanDerveer	1	2023	1 st
Carter Bills	2	2021	2 nd
Eric Ward	2	2024	2 nd
Kristian Allen	2	2024	2 nd
Jonathan Thill	2	2024	1 st
Becca Mead	4	2022	1 st
Ryan Terry	4	2022	1 st
John Reid	4	2022	1 st
Greg Zephir	3	2022	1 st

****** *On July 9, 2020 (Governance Committee Report, Item 1.ii) the UCA BOD approved a one year extension for Dr. Angie Kern's term to ensure her service for full 6 years since her initial term began mid-year.*

NOMINATION PROCESS

1. The board application will remain on the UCA website at all times.
2. October 15th – admin will post on the website and Facebook page that UCA has now started the application process for filling vacant seats for the Board of Directors the following June. Directions will state that if interested the person should refer to the application on the UCA website which can be filled out and submitted to the listed email address. Candidates with questions about the process or board responsibilities should be directed to the governance committee.
3. Application period is open October 15 to December 15 at midnight. No applications will be taken after December 15. Applications may be submitted by email or delivered to the UCA Central Office by the deadline.
4. Current board members should make every effort to encourage anyone they feel would be a good candidate to apply. Please keep in mind key positions as board members roll off: legal, finance, human resources, academics, marketing.
5. Nomination chair (under the governance committee) should compile applications by early January. Governance committee, along with the superintendent, will meet to review applications by January 15.
6. The committee will determine which candidates will be eligible for interviews. Applicants who will not receive interviews should be notified by February 1st. Candidates who the committee deems eligible for an interview should be notified by Feb 1st of their interview date.
7. Interviews will be conducted by March 1st at UCA. Interviews will be conducted on a day the committee chooses and exceptions should be made for those applicants who cannot meet on the date chosen.
8. Interviews will be conducted by a group comprised of two members of the governance committee, one member of another committee and the superintendent.
9. Nomination committee chair will send a report on the candidates and the committee's choice to the entire board one week prior to the March meeting.
10. The board will vote on the recommendations of the governance committee at the March board meeting.
11. Candidates who are selected and those who were not selected will receive a signed letter by the board no later than 2 weeks after the March board meeting.

12. New board members will be invited to a board meet and greet in May before the May board meeting and will officially take their seats at the June board meeting.
13. This process should be fully completed prior to the spring lottery.
14. Governance committee will review the nomination process yearly and update changes as necessary. Board application and responsibilities should be reviewed yearly as well.

Second Terms

1. Each board member is eligible to serve two three-year terms, provided they have met attendance requirements and board policies.
2. The October prior to when a seated board member's first term ends in June, the governance committee will consult with the board chair and superintendent to discuss if those members will be invited to serve a second term.
3. The November prior to when a seated board member's first term ends in June, the governance committee will ask that board member if he/she would like to serve a second term.
4. If that board member declines, the governance committee will seek to fill that position during the normal nomination process.

COMMITTEES

The board has four primary committees – Executive, Governance, Finance, and Academic Excellence. From time to time, the board may choose to create a temporary ad hoc committee to achieve a specified purpose. For example, in 2018-19, an ad hoc committee was created to develop a UCA vision statement, values, and ethics statement.

Committee reports and full descriptions, including responsibilities, can be found in the Board Google Drive. A brief summary of each committee is included below. Committees may choose to invite non-board members to participate in their committee, at their discretion.

The UCA **Executive Committee** acts on behalf of the full board in planning and determining the full board agendas. Its main purpose is to facilitate decision making in between board meetings or in the case of a crisis or other urgent circumstances.

The UCA **Governance Committee** is commissioned by and accountable to the UCA Board of Directors for recruiting, nominating, orienting, and training board members in accordance with the UCA Bylaws, as well as developing, recommending to the BOD, and reviewing existing policies.

The UCA **Finance Committee** is commissioned by and responsible to the UCA Board of Directors to assume the primary responsibility for working with the Superintendent to oversee the financial health of UCA and ensure fiscal alignment with UCA's Strategic Plan.

The UCA **Academic Excellence Committee** is commissioned by and responsible to the UCA Board of Directors to assume the primary responsibility for working with the Superintendent to define academic excellence, ensure that all BOD members know the UCA charter promises that were made to the community and the authorizer, and to devise clear and consistent measures to monitor these goals.

MISSION | VISION | VALUES

Mission

The Uwharrie Charter Academy will exist:

- To provide a truly rigorous pathway to college and career readiness;
- To afford students the benefit of a small learning community with a low teacher/student ratio in an effort to promote strong relationships with students and individualized support for learning;
- To embed the curriculum with STEM focused content through problem-based learning, historical developments in technology, hands-on math, and inquiry science that requires engineering and ingenuity;
- To promote hands-on, project-based learning in all courses;
- To support the development of 21st Century skills, integrating the use of technology;
- To partner with parents so that they understand their role in their child's education;
- To build relationships with local institutions in order to provide real-world connections and opportunities for applied learning; and
- To promote environmental stewardship including the adoption of green practices in students' everyday lives and the integration of NC's Environmental Literacy Plan in a cross curricular approach.

Vision

Uwharrie Charter Academy is the model of innovative learning environments where curiosity, adaptability, and critical thinking are inspired through transformative methods and passionate educators preparing graduates for the rapidly evolving world.

Values

Safety – UCA will provide a safe environment where students and faculty are encouraged and empowered to think for themselves, treating each other with the utmost respect at all times.

Holistic – UCA will promote the wellness of the whole child, embracing all unique learning needs, preparing students for citizenship in the real-world by teaching critical thinking and a healthy curiosity for continued learning.

Innovation – UCA will be a leader in education, preparing each student through an innovative, project-based learning model that embraces STEAM and a keen focus on environmental stewardship.

Agility – UCA will embrace change, providing transformative educational solutions, while always maintaining the integrity of its Core Values and supporting the school's standard as the model of innovative learning environments.

Integrity – UCA will hold staff and students to the highest professional and ethical standards at all times.

Ethics Statement

Uwharrie Charter Academy makes decisions that are morally sound, environmentally responsible, fiscally fit, safe for the community, adaptable and promote the development of its students, always with integrity.

Board Response to Inquiries

First of all, thank you for trusting Uwharrie Charter with your child's education. Individually, I am not the voice of the school. As a board, all members work together with Administration in a unified manner. In the best interest of the UCA community, we do have a process in place for scenarios like this one. The first step is to speak directly with the teacher/coach to address the situation. Have you done so? (If so and not resolved), the next step is for you to discuss it with Administration. This is the process to follow. Please feel free to circle back following your discussions as we want to ensure all concerns are properly addressed.

FAQ's

What is a Charter School?

Charter schools provide parents a choice in the education of their children – and it's a public choice. Public tax dollars are the primary funding sources for charter schools. The schools have open enrollment with no discrimination, no religious associations, and no tuition.

How much does it cost to attend UCA?

UCA is a tuition-free school. As a public school, UCA is funded by local, state and federal tax revenue. These tax dollars follow children who attend a charter school to form the annual budget. In addition, there is private fundraising in order to provide the building and other capital needs. Public funding for transportation and food is not provided although UCA does provide free/reduced lunch options for those who qualify as well as limited transportation options.

Is UCA part of our local school system?

No, charter schools are not part of any local school system. UCA is run by a private, non-profit board of directors who operate independently of local Boards of Education. However, UCA is a **public** school system.

Who may attend Uwharrie Charter Academy?

Any student who is qualified under the laws of North Carolina for admission to a public school is qualified for admission to a charter school. There is a limit in the number of open spaces in each grade level. Students are admitted without regard to race, sex, disability, color, religion, or national or ethnic origin. A diverse applicant pool is encouraged. There are no restrictions about county of residence. UCA will serve students from Randolph, Moore, Montgomery, and Chatham Counties.

What if more students apply to UCA than there are open spaces?

By law, if the number of applications received exceeds the number of open spaces, students will be admitted randomly by the use of an open lottery. A waiting list will be established as part of the enrollment lottery. The lottery admits students without regard to race, sex, disability, color, religion, or national or ethnic origin. A diverse applicant pool is encouraged. The electronic lottery is held each March and interested families may apply starting in January; the deadlines for that year are outlined on the website.

How do you apply to Uwharrie Charter Academy?

Parents may submit an electronic application by the admissions deadline date the March prior to the school year. An open lottery will be held if more applications are received than there are open spaces for enrollment. Lottery results will be posted on the UCA website within 24 hours of the lottery. Applications received after the lottery will be placed at the end of the waiting list as they are received.

Does UCA follow the same calendar as the local school systems?

No, UCA has established a calendar which best meets its needs.

Where can I find a copy of the school calendar?

The school calendar is [under the About section](#) of uwharriecharter.org.

What acronyms are frequently referenced and what do they stand for?

NC DPI – North Carolina Department of Public Instruction

EC – Exceptional Children

ADM – Average Daily Membership

SBE – State Board of Education

OCS – Office of Charter Schools or Occupational Course of Study

EOC – End of course exams

EOG – End of grade exams

AIG – Academically and Intellectually Gifted

ESSA – Every Student Succeeds Act

CSAB – Charter School Advisory Board

Who is DPI and what is their role?

DPI is the administrative arm of the State Board of Education and the State Superintendent. Their office is located in downtown Raleigh and they govern finance, testing, licensure, curriculum, transportation, exceptional children, and other areas that pertain to school operations. The SBE and Superintendent make decisions and form policies which are executed and implemented through DPI. UCA's Board of Directors is responsible to DPI and the SBE but communication between the school and DPI is the responsibility of the administrative staff of UCA.

What is the role of the Office of Charter Schools?

The OCS interprets and monitors the 154 charter schools across the state for compliance in areas of finance, exceptional children, student achievement, and other areas. They facilitate dialogue between charter schools and DPI or help solve problems not addressed in policy or law. The office has 6 employees that have designated roles specific to departments found in DPI.

Where do charter schools get their funding?

Funding for the charter schools is provided through state, local, and federal tax dollars. The majority of the funding comes from the state, followed by local and federal dollars respectively. State, local and federal funding are provided through a funding formula that uses a school's ADM. The ADM for charter schools is determined by the average membership of students over a 20-day period at the beginning of school. The ADM allotment is attached to a per pupil figure determined for each year from state finance and varies from county to county. For example, students from Randolph County are funded with state dollars at \$5122 ea. while Asheboro City students are funded at \$5,007 ea. Our accounts receivable department bills the local districts after the 15th of every month for the local tax dollars for each student which is based upon a per ADM formula that county commissioners set each year. Federal funding is generally associated with special programs like exceptional children and have a base per child figure. State funding must be encumbered fully each year to avoid reversion, local funding has no expiration, and federal funding must be used within 24 months of the allocation. There is a great deal of accountability for these funds through various reports required by DPI's finance department.

What is the role of the Charter School Advisory Board?

This is an appointed board that oversees decisions related to charter school applications, policies, closures, regulations, and makes recommendations to the SBE for action.

What is Powerschool?

Powerschool (PS) is an information system used by most schools in NC to help with day-to-day grading, attendance and demographic information for teachers and administrators. The data that

is generated or entered into PS is used by the state throughout the course of the school year for various reporting.

What state testing is mandated for UCA?

UCA is required to administer all end-of-grade (EOG) and end-of-course (EOC) to its students depending on the grade levels at the school. Currently, UCA administers a total of 14 End-Of-Grade and 4 End-Of-Course tests per state requirement.

What is Title I funding?

Title I funding is federal funding based upon the number of students that qualify for “free and reduced lunch” from the year prior. This funding must be accepted by each school but UCA DOES NOT accept this funding. UCA does not accept this funding because it adds many additional tests to students and requires that ALL teachers be certified through the state of NC.

Are UCA’s finances audited?

Yes. UCA completes a full audit each fall to be submitted to the State Treasurer’s office by October 30th of each year. The results of the audit are shared with DPI and the OCS.

What are the school hours?

Days	Elementary	Middle	High
Monday–Thursday	8:25–2:55	8:40–3:05	8:55–3:15
Friday	8:25–12:25	8:40–12:35	8:55–12:45

Bell schedules for each grade can be found on the UCA website here:

https://www.uwharriecharter.org/apps/bell_schedules/

Is bus transportation provided?

Uwharrie Charter Academy provides bus transportation for a small fee; that fee is waived for those qualifying under the free and reduced lunch program. The buses pick up and drop off at common bus stops in Asheboro, Randleman, Troy, Biscoe, Ramseur, Seagrove, and Denton. UCA is also committed to assisting families with transportation needs. If your family is interested in carpooling, please contact your student’s school and we will help connect you with other interested families.

Where are car riders dropped off and picked up?

This is a brief overview. Parents should be directed to their respective school for more detailed instructions, which are sent out before each new school year.

Elementary: Students are dropped off and picked up at the front steps of the school. In the afternoon, parents are to stage in the Klaussner Gravel Lot further down on Lewallen Road. Groups of 10 cars are then sent from that lot to the UCA parking lot so that Lewallen remains open and unblocked.

Middle: Dropoff for all grades is in the front – Enter from 220, circling behind the school, past the central office and up the west side of the middle school. Pick up for 5th and 6th grades is the same as drop-off; 7th and 8th grade follows the same route except turning right into the back parking lot to pick up behind the school.

High: Students are dropped off and picked up behind the high school.

Is there a policy about absences?

Yes, the state requires us to have an attendance policy. North Carolina is a compulsory attendance state, which means that we must have a school policy for absences. Absences can be either excused or unexcused but all absences are recorded and counted as an absence regardless of whether it is excused or not. It is important for parents to send in a note within three days of an absence. If students exceed the number of absences allotted within the attendance policy, they may appeal to the UCA Waiver Committee. The committee is made up of two to three board members who meet with the registrar after each semester to approve or deny waiver applications filed by these students. There are many circumstances that the committee will consider when reviewing waiver requests, which is why the group meets to discuss each individual request.

Are school lunches provided?

Many students choose to bring packed lunches, but all schools also offer catered lunches for a fee. Choices vary by day. These choices include chicken sandwiches, salad, hamburgers, pizza, subs and more. Orders have to be placed online the previous week and paid through PayPal. There are links to the order forms for each individual school on the UCA website. UCA also provides lunch for students whose families qualify for free/reduced lunch. Forms are available at the front desk to determine eligibility. Those families order through the website as well.

How does Uwharrie Charter Academy design the instructional program?

Schools must design their programs to meet the student performance standards adopted by the State Board of Education. Charter schools are held to the same accountability model as traditional public schools. They have autonomy in their educational programming. At the elementary school we have created a theme based educational program. More information will be shared at the information sessions. UCA also encourages the use of different and innovative teaching methods through experiential learning, project/problem-based learning, S.T.E.A.M., and environmental literacy. All of these teaching methods will be incorporated in our classrooms.

Does Uwharrie Charter provide Exceptional Children's Services for students with disabilities?

Yes, since charter schools are public schools, they must provide special education and related services to all eligible students. Charter schools must provide all special education supports identified through the IEP process to students with disabilities determined eligible for EC services.

Is Uwharrie Charter Academy required to follow my child's IEP from the previous school?

When a child enrolls in a charter school with an IEP from a previous school, the charter school must follow that IEP until the charter school IEP team meets to review and revise the IEP or develop a new IEP.

Does UCA offer field trips?

Yes, students will be able to go on field trips that will be an extension of concepts that correspond with their curriculum. Most field trips will need chaperones in addition to the teachers already going on the trip. Parents may be chaperones but must first complete a background check through the school. If we have a field trip in which a large number of parents have volunteered for, we will have a lottery or random drawing for the chaperone slots.

Will there be a school fee?

While we are a public charter school which does not require a tuition fee, we do have a general supply fee for each student. This fee helps provide your students with supplemental classroom resources such as math workbooks.

What school supplies will our student need?

School supply lists will be posted on our website, our Facebook page, and we will have copies available in the front office. The supply lists are specific to each teacher.

Do any schools have a PTO?

Yes, the elementary and middle schools both have a PTO. Please follow their respective Facebook pages to learn more.

Can I volunteer?

Yes, UCA welcomes volunteers to be involved in our growth and success. Volunteers must submit for a background check.

What is S.T.E³.A.M.?

Science, Technology, Engineering, Entrepreneurship, Empathy, Arts, and Math. At the Middle Grades we offer an immersive hands-on experience during our S.T.E³.A.M. block. Students can choose from over 25 different S.T.E³.A.M. classes. Hunter Safety, CrossFit, Lego Robotics, Homesteading, and Photography are just a few of the opportunities for students. Our 5th grade will focus on teaching the principles of S.T.E³.A.M. while creating and tinkering with our Makerspace utility carts.

What does the daily schedule look like at the Middle School?

The middle grades will operate on a 6-period day. Students will see each of their Core Teachers every day. Students will have a S.T.E³.A.M. Class Monday-Thursday, as well as Electives. On Fridays the schedule will be shortened due to the half-day.

Will there be after school care and what is the cost?

The middle and elementary schools provide after school care. Students are required to be picked up by 5:15 pm and the cost is \$35 per week. There is no daily rate. Students not enrolled in the program but who are not picked up by 3:30 will be sent to the after school care program.

Are there any opportunities for middle school students to take advanced classes?

Yes, 6th grade students can qualify to take Earth & Environmental Science; 7th and 8th grade students can take classes for high school credit. 7th: World History, Physical Science; 8th: Accelerated 8th Grade Math, Civics & Economics, Spanish 1.

What is the Soaring Eagles Early College Institute?

It is a partnership between UCA and Randolph Community College that allows our students access to RCC classes as early as 10th grade. We offer a tiered program from Associates by graduation to the certificate programs.

My child is a senior and would like to take part in an internship. Is that possible at your school?

As long as the student has met all of their requirements, has room in their schedule, and has completed the necessary paperwork with administration approval, they can take part in an Internship Experience.

What Advanced Placement classes are offered at your school?

We offer several AP classes at UCA. All are based on demand. AP US History, AP European History, AP Chemistry, AP Earth & Environmental, AP Biology, AP Psychology, AP Calculus, AP 2D Design, AP Drawing, AP 3-D Design, AP 2-D Design for the Non-Art Student, AP English, and AP Literature.

What organizations does UCA belong to?

UCA is a member of the North Carolina Coalition of Charter Schools, which was formed in 2018 as a lobbying entity to advance charter school initiatives before the North Carolina state legislature.

UCA reports to the Office of Charter Schools, the Charter Schools Advisory Board, and the Department of Public Instruction.

UCA is also a member of the Asheboro/Randolph Chamber of Commerce.



UWHARRIE CHARTER ACADEMY

Fast Facts

Vision: Uwharrie Charter Academy will graduate students who understand the importance of critical thinking, problem solving, responsible citizenship, and clear communication so that they are prepared for the world of work and/or higher education.

By the numbers:

- 1700 students
- 160 faculty and staff
- 7 School districts represented
- Grade levels: K–12
- 500 students transported by buses (2017-18)
- 20% free/reduced lunch population (2017-18)
- 8.1% EC population (2017-18)
- Public school open to all NC students
- Lottery annually each March



Science | Technology | Engineering | Art | Math

- STEAM and project-based learning are integrated throughout all grades
- Soaring Eagles Early College Institute established
- Partnerships locally, internships and FLEX days offered for additional learning opportunities

Milestones

March 2013	Charter approved
August 2013	High School opens at Lewallen Rd with 9 th and 10 th grade with 200 students
September 2014	New High School groundbreaking and 11 th grade added
August 2015	High School opens at Bus Hwy 220 and 12 th grade added
August 2015	Middle School opens at Lewallen, adding 300 students in grades 6-8
June 2016	1 st Graduating Class!
May 2017	Early College approved with Randolph Community College
August 2017	Middle school adds 5 th grade with 100 students
October 2017	New Middle School groundbreaking
April 2018	Sports Complex road complete
August 2018	New Middle School opens at Pisgah Covered Bridge Rd
August 2018	Elementary School opens at Lewallen Rd, adding 500 students in grades K through 4 th
Fall 2018	Work continues on Sports Complex on Ludlum Road
Fall 2018	New standalone gym opens
Spring 2022	Broke ground on new High School and Career Academy

CHARTERS 101

AN INTRODUCTION TO CHARTER SCHOOLS IN NORTH CAROLINA

Are charter schools public schools?

YES! Charters receive the bulk of their funding from the state and county governments, the same as traditional schools. Charters are authorized only by the State Board of Education (SBE) under state statute. Unlike some states, North Carolina is a single authorizer state. Their oversight comes from the Charter School Advisory Board (CSAB) and the Office of Charter Schools (OCS) located in the Department of Public Instruction. Charters are governed by a non-profit corporation instead of a local Board of Education. Some charter board of directors contract with a for-profit company to operate the school on a day-to-day basis, but all charter schools are non-profit.

How many charter schools and students are there?

Currently, there are 156 brick and mortar schools and two virtual schools that educate almost 82,000 students in 59 counties. The CSAB is reviewing 28 new applications this year. A 100-school cap was removed in 2011. Approximately 85% of charters have waiting lists.

How are the students who attend a charter school determined?

Charter schools are given a maximum student funded enrollment by the SBE. Parents apply on behalf of their children to a charter school. Any student eligible to attend a NC public school may apply to any charter school in the state. Therefore, many charter schools have students from many counties besides the county in which it is located. Just because a legislative district does not contain a charter does not mean it does not have charter students. If a charter receives more applications than its allotment, a lottery is conducted with exemptions for staff children and siblings. Charters cannot pick and choose who attends them and discrimination by race is specifically prohibited.

How are charter schools funded?

Charter Schools receive a per pupil allotment from the state based on the state funding for the county in which it is located. Schools receive access to their funding three times a year. Each school also receives a per pupil share of local funding from each District whose parents send students to the charter. However, certain local money is exempted from being shared with charters including most local education taxes. The number of students on which a school receives funding on is determined once a year 20 days after school begins - the same as traditional schools. The state budget supplies \$366 million to charters. If charters would be eliminated, this funding would go to traditional schools, but so would most of the students.

How are charter schools accountable for taxpayer dollars?

The public funds going to charter schools are very transparent. A special division of DPI, the Office of Charter Schools (OCS), is dedicated to charter oversight, as is the Charter Schools Advisory Board. Charters must adhere to a lengthy charter contract with the state. They cannot even access their state dollars directly, but instead must provide documentation before their bills are paid by the state. There are surprise visits by OCS consultants, an annual audit by a CPA firm, and the Financial Performance Framework Guide designed specifically for charter schools. They are subject to host of laws, and state and federal agencies.

What flexibility do charters have?

Charter Schools not responsible to the local school district office as are traditional schools. While

charters must adhere to the state requirements for school days, they do not have a set minimum school opening or closing date. Charters are not required to pay their principals or teachers by the state scale. Charters are not required to provide transportation or lunch, but many do. As part of the charter contract with the state, charters are required to make sure no student is prevented from attending because of lack of those services.

What about EC students?

In North Carolina, the percentages of students requiring Exceptional Children (EC) services in charter and traditional schools are approximately the same. The funding formula is same: a per pupil allotment for each student identified regardless of the severity with a further application to the Reserve Fund for more severe cases. Funding is limited to 12.5% of the students, even if the number of EC students exceeds 12.5%. With limited back office resources, charter schools have found this system cumbersome to say the least.

How do charters obtain their facilities?

Charters do not receive any funding from the state for their facilities. County governments are specifically prohibited from providing any capital funding to charter schools. In our state, the definition of capital is broader than just real estate. Charters must buy, build, or rent their buildings and land as would any other non-profit. They pay for it from their operating funds or money raised for the purpose.

How do charters compare academically to traditional schools?

In 2018, 48.3% - almost half - of charters received a school performance grade of A, ANG, or B. That compares to slightly under 30% of traditional schools that received a similar score. Fully 62% of charters exceeded the Grade Level Proficiency of the school district in which they are located. There is room for improvement. Slightly more charters received a D or F (4.8%). However, the numbers show charters are providing quality education to our children. In the 2019-2020 academic school year, all schools were exempt from testing and 2020-2021 will serve as a baseline with no Proficiency grade being administered.

Do charter schools take funding from traditional schools?

NO. The state and local funds provided to charters to educate the students whose parents choose for them to attend a charter would revert to the traditional educational system. However, so would most of the students. So there would be no more funding per pupil for students who attend traditional schools if all charters were eliminated. In fact, it might be lower as some local funding is not shared with charters. Charters believe funding should follow the child to whichever public school their parents choose for them to attend.

STE³AM Programs

Foundations:

Foundations is a period that is built into the Monday-Thursday daily schedule. The period will be 20 minutes in length and will focus on reinforcing foundational skills in many areas. At the elementary and middle schools, Foundations will focus on Math and Reading skills, while at the high school level it will be more varied in its structure. Depending on the semester and the grade, high school students will focus on remediation in End-of-Course tested subjects and Advanced Placement classes, ACT/SAT prep, reading comprehension, interviewing skills, and much more. The time is built into the day to reinforce the essential skills needed to be successful.

STE³AM/Environmental Literacy/ARC Elective:

At the high school level students participate in S.T.E³.A.M. & Environmental Literacy through Project-Based Learning and through Flex Days. Each semester students work on various PBL projects that are then exhibited through S.T.E³.A.M. Nights. The community is invited to see what our students have accomplished and to hear their presentations. S.T.E³.A.M. Nights are always interactive. Flex Days are used each quarter to provide our students with exposure to Environmental Literacy. Events such as The Big Sweep, visits to the Zoo, beautification projects, and planting trees are all examples of the promotion of Environmental Literacy through Flex days.

STE³AM/Experiential Learning:

At Uwharrie Charter Academy we focus on experiential learning. This is the idea of learning through experience. We accomplish this by the incorporation of four modalities of instruction.

1. **Project-Based Learning** – involves allowing the unit or concept to become the project itself. Students begin with a “Driving Question” that will guide them through their learning along with collaboration and creativity. It is almost always interdisciplinary in its structure. It results in a presentation of findings.
2. **Problem-Based Learning** – allows students to research and hypothesize possible solutions to problems posed. Usually found within singular content areas.
3. **Engineering & Design Process** – although it is very similar to the Scientific Method, the E & D Process allows students to work through problems while creating opportunities to test prototypes and determine if redirection is needed. UCA has our own version of the E & D Process. It is called the SQUARE1 approach. First, you start with a Question, then you Utilize possible resources, next you Arrive at a solution, then you Roll out a prototype, finally you Evaluate the data.
4. **STE³AM** – is an immersive experience into subject areas that include all of the components of STE³AM. Students have different experiences with STE³AM at each of the three schools. At the elementary level, students will learn to tinker and create. In the middle school students will learn about the principles of STE³AM and gain experience through STE³AM electives. At the high school students will become the leaders of their own learning through the ARC elective.

SPORTS

1A Yadkin Valley conference; NCHSAA

UCA Middle School

Volleyball (fall)
Men's soccer (fall)
Men's basketball (winter)
Women's basketball (winter)
Wrestling (winter)
Cheerleading (winter)
Men's baseball (spring)
Women's softball (spring)
Women's soccer (spring)

UCA High School

Volleyball (fall)
Men's soccer (fall)
Men's and Women's Cross Country (fall)
Women's tennis (fall)
Men's basketball (winter)
Women's basketball (winter)
Wrestling (winter)
Cheerleading (winter)
Men's baseball (spring)
Women's softball (spring)
Women's soccer (spring)
Men's golf (spring)
Men's tennis (spring)

ELEMENTARY CURRICULUM

K-4 Model

Teachers will plan weeks worth of lessons for their respective building/classroom together. Each twelve-week plan will include lessons from each of the core subjects, leveled texts, games, activities specific to the building/classroom. As a STEAM-focused school, our students are engaged in a weekly STEAM class by a licensed teacher as part of their “specials” and additional STEAM activities are embedded into their other core and special classes. This ensures exposure and hands-on learning. Additionally, during the STEAM-focused class, there is an emphasis on Environmental Literacy and Recycling. Though not in our Charter, UCA also includes the arts to include Music, Character building, and Spanish as part of its curriculum.

STAFFING AND STUDENT COUNTS

as of 2022-2023 school year

Total faculty and staff K-12, including full-time support staff: 164

UCA Elementary School

K – 88 students; 5 teachers, 3 assistants

1st – 100 students; 5 teachers, 1 assistants

2nd – 100 students; 4 teachers, 1 assistant

3rd – 100 students; 5 teachers, 1 assistant

4th – 100 students; 5 teachers, 1 assistant

UCA Middle School

5th – 153 students; 6 teachers

6th – 153 students; 6 teachers

7th – 153 students; 6 teachers

8th – 153 students; 6 teachers

UCA High School

9th – 150 students

10th – 150 students

11th – 150 students

12th – 150 students

**EC teachers and support staff also are part of the staff.

Note: All schools are also staffed with an attendance/treasurer, secretary, assistant dean, dean, student advocate/counselor, and contracted health positions as needed by IEP requirements.

UCA'S DEMOGRAPHICS

Grade Level	Total in Grade		(AM) American Indian or Alaska Native		(AS) Asian		(BL) Black or African American		(PI) Native Hawaiian/Other Pac Islander		(WH) White		Hispanic/Latino		Two or More Race Categories	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
K	42	52	0	0	0	0	8	7	0	0	38	40	2	4	6	2
1	43	50	0	0	0	0	1	1	0	0	37	47	3	1	3	1
2	47	52	0	0	1	1	2	2	0	0	41	45	5	3	8	2
3	45	52	0	0	1	1	7	7	0	0	39	49	2	1	3	1
4	47	50	0	0	0	1	4	4	0	0	39	44	4	1	5	4
5	68	81	0	0	1	1	5	2	0	0	60	75	2	2	4	1
6	80	81	3	0	1	0	9	8	0	0	69	67	2	2	4	4
7	68	87	1	0	3	3	6	6	0	0	62	68	6	1	5	2
8	71	77	0	0	0	0	7	7	0	0	53	72	2	2	4	2
9	61	86	0	1	1	1	3	4	0	0	57	75	2	3	7	5
10	63	84	0	0	0	1	3	3	0	0	57	75	2	3	5	3
11	68	77	0	0	0	0	3	4	0	0	57	61	8	9	6	6
12	68	70	0	1	0	0	7	3	0	0	56	62	2	4	6	3
Total	771	899	4	2	4	8	29	45	0	0	668	783	43	35	23	26

WHERE DO STUDENTS COME TO US FROM?

- Randolph County Schools
- Asheboro City Schools
- Montgomery County Schools
- Moore County Schools
- Chatham County Schools
- Guilford County schools
- Davidson County Schools
- Winston-Salem/Forsyth County
- Fayetteville Street Christian School
- Faith Christian School
- Home School
- Vandalia Christian School

UCA FINANCIAL SNAPSHOT

2020-2021 School Year Fund Balance: \$4.2 million in unrestricted funds

Summary of facilities debt:

USDA loan: 40 years @ 2.375%

- Originated Oct 2016 for \$ 8.84 million
- Currently owe \$ 8.26 million

BB&T bonds: \$ 15.7 million for 30 years at 5.75%

- One-year reserve is required for 10 years but may be invested.
- Covenants include limited debt each year, permission of debt, quarterly reporting, maintenance of COH levels, academic measurements aligned with Office of Charter Schools.
- May refinance in 2028 if market is more favorable through traditional means.
- All facilities and revenue pledged and first lien to bond holders/USDA.

Covenants:

- 1) \$35,000/year must be added to a reserve account to meet the USDA covenant until a total of one year of payments is met (over 10 years).
- 2) All significant debt must be approved by USDA and not exceed \$500,000 per year under the bond covenants.
- 3) No second liens are allowed on either property.
- 4) A \$1,086,000 reserve is required for 10 years to meet bond covenants and is currently invested.
- 5) We must maintain meet enrollment goals and maintain a waiting list through June 30 or beyond.
- 6) We must stay compliant with DPI and OCS in finance (including audits), EC, and specific reporting.
- 7) We must maintain a 1 x 1.10 debt coverage ratio for the extent of the bonds.
- 8) We must meet a "cash on hand" requirement based on the respective year as outlined in the bond documents (i.e. 17-18 was 20 DCOH; 18-19 is 25 DCOH)

**In 17-18 we met and exceeded our covenants.

BOARD MEETING MATERIALS

- Materials for each monthly meeting are stored in the Board Google Drive. An invitation will be sent to new board members when they are seated on the board.
- This same Google Drive houses the UCA charter, bylaws, superintendent evaluation documents, and other important reference materials. Please be sure to read the resource materials in the “Resources/Reference Materials” folder.
- Monthly meeting materials are posted in the Google Drive by 5 pm the Thursday prior to the meeting, with rare exceptions.
- Common materials each month include Superintendent’s report, Chief Academic Officer report, committee reports, previous month’s meeting minutes, and treasurer’s report.
- It is the expectation that board members will review all materials prior to the meeting.

COMMON BOARD CALENDAR EVENTS

Board members are encouraged to attend any and all school functions for all three schools. There are a few key events that are especially encouraged, and in some cases, required. This is not an exhaustive list as events come up from time to time.

- (August) School orientation nights – often board members are asked to greet at the door, assist with handing out schedules, and similar duties. A sign-up for times will be sent around before each event.
- (August) Board-hosted meal for faculty and staff – held at the beginning of the school year to help ring in the new year, this event is designed to help both board members and employees get to know one another. The meal is catered.
- (October/May) STEAM nights – held once per semester at each school, these events showcase project work produced by students in STEAM classes. Board members are encouraged to attend and walk through the many displays and watch the performances.
- Walk-throughs – A walk-through is where a group of teachers meet to discuss a common focus they will be observing. They will discuss what it looks like and what it doesn't. They will go and observe at least 2 teachers, make notes, return to discuss with the group what they observed. Walk-throughs are a great way to build rapport and collaboration among faculty. Board members are asked to let the respective school dean know their plans to attend when the dates of the walk-throughs are announced.
- (June) Graduation – All board members are encouraged to attend high school graduation, held at the auxiliary gym at the middle school. The Executive Committee walks in with faculty and are seated on the stage for the ceremony. They are asked to arrive by 5 pm and park at the middle school. This group of three stands with the Administration to shake hands with graduates. They are the only board members who need to wear a gown, which can either be one supplied by UCA (sizes ordered in April) or their own graduation regalia. The remaining board members are asked to arrive by 5 pm, wearing your board name badge. A junior marshal will escort them to reserved seating on the gym floor. You may park at the middle school or park at that high school and take the shuttle bus over.
- Strategic Planning – held twice per year, once in the fall (usually September) and once in the winter (usually January), the board members and Administration meet on a Saturday for a strategic planning session.



Board Member Position Description & Agreement

Position

Each member of the Board of Directors shall support the work of Uwharrie Charter Academy (UCA) and provide mission-based leadership and strategic governance. The Board acts as trustee of the organization's assets and ensures that the Charter Academy is well managed and remains fiscally sound. In doing so, the Board must exercise proper oversight of UCA's operations and maintain the legal and ethical accountability of its staff and volunteers. While day-to-day operations are led by the Charter Academy's Superintendent, the Board-Superintendent relationship is a partnership, and the appropriate involvement of the Board is both critical and expected. Specific Board Member responsibilities include:

Leadership, Governance and Oversight

- Comply with the UCA Bylaws.
- Ensure that UCA complies with all applicable federal, state, and local laws and regulations and that it remains committed to its established mission.
- Put the interests of UCA before any personal or professional concerns and avoid potential conflicts of interest, which includes not participating in discussions and votes where you have a conflict of interest.
- Inform the Board Chair and Superintendent of any realized and/or potential conflicts of interest with UCA and/or UCA employees at the commencement of board service and anytime the possibility of a conflict of interest arises during board service (e.g., business relationships, personal relationships, etc.).
- Stay informed about what's going on in UCA by asking questions, requesting information and being a visible participant in school events/activities.
- Actively participate in organizational planning and decision-making and make sound and informed judgments by speaking if I have questions or concerns.
- Serve as a trusted advisor to the Superintendent as s/he develops and implements UCA's strategic plan.
- Review outcomes and metrics created by UCA for evaluating its impact, and regularly measuring its performance and effectiveness using those metrics; reviewing agenda and supporting materials prior to board and committee meetings.
- Act in a fiduciary role by maintaining oversight of UCA's finances. Board Members must evaluate financial policies, approve annual budgets, and review periodic financial reports to ensure that UCA has the necessary resources to carry out its mission and remains accountable to its donors and the general public.
- Ensure confidentiality is maintained for all issues not subject to public review.
- Contribute to an annual performance evaluation of the Superintendent.
- Assist the Superintendent and Board Chair in identifying and recruiting other Board Members.
- Partner with the Superintendent and other Board Members to ensure achievement in the policies and practices of Uwharrie Charter School
- Serve on committees or task forces and take on special assignments.
- Represent UCA to stakeholders; acting as an ambassador for the organization.
- Understand our constituencies' needs and value to UCA, speak out for their interests, and on their behalf. Hold the organization accountable.
- Ensure UCA's commitment to a diverse Board and staff that reflects the communities UCA serves.
- Work in good faith with staff and other Board Members as partners toward achievement of our goals.

Fundraising

UCA Board Members will consider UCA a philanthropic priority and make an annual financial contribution at a level that is meaningful to the Board Member so that UCA can credibly solicit contributions from foundations, organizations, and individuals by communicating that 100 percent of Board Members make an annual contribution to the Charter Academy.

Board Terms/Participation

UCA Board Members will serve a three-year term to be eligible for re-appointment for one additional term. Board meetings will be held monthly. A significant amount of the Board's work is accomplished by committees; therefore, committee meetings will be held in accordance with the priorities of each individual committee, typically at least once per month. Board Members will attend at least 75 percent of board meetings and committee meetings. Board Members are invited to be visible within the UCA community by engaging in school service as feasible, to include attending scheduled walk-throughs, supporting school events, volunteering within the schools, contributing to school programs, and being a lay coach (not Head Coach), etc. Board Members are encouraged to consult with the Principals to identify additional helpful avenues of service.

Qualifications

This is an extraordinary opportunity for an individual who is passionate about UCA's mission and progress. Board Members will have achieved leadership stature in business, government, philanthropy, or the nonprofit sector. His/her accomplishments will allow him/her to attract other well-qualified, high-performing board members. Service on UCA's Board of Directors is without remuneration. Ideal candidates will have the following qualifications:

- Active contributor within the communities served by UCA
- Extensive professional experience with significant executive leadership accomplishments in business, government, philanthropy, or the nonprofit sector
- A commitment to and understanding of UCA's likenesses and differences within the Public School System and be able to articulate and advocate on behalf of UCA
- Savvy diplomatic skills and a natural affinity for cultivating relationships and persuading, convening, facilitating, and building consensus among diverse individuals
- Personal qualities of integrity, credibility, and a passion for improving the lives of UCA students and staff

UCA's Responsibilities to Board Members

- Each Board Member will be given, without having to request them, financial reports and an update of organizational activities that allow the board member to meet the "prudent person" standards of the law. (The "prudent person rule," applied in many legal settings in slightly differing language, states that an individual must act with the same judgment and care as, in similar circumstances, a prudent person would act.)
- Each Board Member will be offered opportunities to discuss with the Superintendent and Board Chair the organization's programs, goals, activities, and status; additionally, the Board Member can request such opportunities.
- UCA staff will help Board Members perform necessary duties by keeping Board Members informed about issues in the industry and field in which we are working and by offering opportunities for professional development as a Board Member.
- UCA staff will keep Board Members apprised of school activities and events so that Board Members may actively engage with UCA staff and other stakeholders.
- Fellow Board Members and staff will respond in a straightforward fashion to questions that are necessary for the Board Members to carry out their fiscal, legal, and moral responsibilities to UCA. Fellow Board Members and staff will work in good faith together toward achievement of our goals.

If at any time I am not fulfilling my duties and commitments as defined in this document to UCA, I will expect the Board Chair to discuss my responsibilities with me. Consequently, if UCA does not fulfill its commitments to me, I can call on the Board Chair and Superintendent to discuss UCA's responsibilities to me.

Board Member Name & Signature

Date

Board Chair Name & Signature

Date

*Uwharrie Charter Academy Board of Directors Handbook
Adopted 2017; Revised June 2019, November 2020*

*Signed annually at June Annual Meeting.
UCA Board Member Position Description & Agreement; Conflict of Interest Attestation
UCA retains original; Board Member receives copy*



Board Member Conflict of Interest Attestation

(page 1 of 2)

Consistent with the UCA Board Ethics Statement, Uwharrie Charter Academy Board Members will make decisions that are morally sound, environmentally responsible, fiscally fit, safe for the community, adaptable and promote the development of its students, always with integrity. To maintain the highest standard of ethical conduct by Board Members and to avoid potential and actual conflicts of interest, the UCA Board of Directors operates under the following Code of Conduct:

No Board Member shall:

- Accept or seek, on behalf of himself/herself or any other person, any gift, payment or financial advantage or gain of other than nominal value which may be offered as a result of the staff member's or volunteer's affiliation with UCA.
- Publicly utilize the affiliation with UCA in connection with the promotion of partisan politics, religious matters, or positions on any issue not in conformity with UCA policies and/or board-approved positions.
- Disclose any confidential information that is available as a result of the staff member's or board member's affiliation with UCA to any person not authorized to receive such information, or use to the disadvantage of UCA any such confidential information.
- Knowingly take any action or make any statement intended to influence the conduct of UCA in such a way as to confer any financial benefit on any person, corporation, or entity in which the individual has a significant interest or affiliation.
- Operate or act in a manner contrary to the best interests of UCA.

If Board Member's obligation to operate in the best interests of UCA conflicts with the interests of any organization in which the individual has a financial interest or affiliation, the individual shall disclose such a conflict of interest to UCA's Superintendent and Board Chair upon becoming aware of it, shall absent himself/herself from any deliberations on the subject and shall refrain from participating in any decisions or voting in connection with the matter. Should the Superintendent have a potential or actual conflict of interest, they will notify the Board Chair.

Any matter of question or interpretation that arises relating to these policies should be referred to the Superintendent and/or Board of Directors for decision when appropriate.

Please disclose below all business and professional activities in which you or an immediate family member hold an owner, officer, board member, partner, employee or other beneficiary position that is or could present a conflict of interest related to your service as a UCA Board Member. This includes, but is not limited to, past, present, or future business relationships with UCA and/or UCA staff, personal relationships with UCA staff.

Board Member Conflict of Interest Policy Signature Page

(page 2 of 2)

Uwharrie Green School Inc. d/b/a Uwharrie Charter Academy has adopted a Conflict of Interest Policy as referenced in its bylaws and found in the Board Policy Handbook.

Each year, each member of the Board shall sign a written statement certifying to all of the following:

- (i) I have received a copy of this policy;
- (ii) I have read and understand this policy;
- (iii) I agree to comply this policy and disclose any potential conflict;
- (iv) I understand that this policy applies to all committees having board-delegated Powers; and
- (v) I understand that the Academy is a nonprofit organization, and that, in order to Maintain the tax-exempt status of the Academy under Section 501(c)(3) of the Internal Revenue Code of 1986.

The Academy staff will provide each member of the Board and committee as applicable, a copy of the policy (print or electronic) at the designated time of year and once a year.

Electronic signatures and signed statements returned via fax and/or scan are acceptable.

READ, UNDERSTOOD, AND AGREED:

Board Member Signature

Date

Board Member Printed Name

Position



Board of Directors Annual Charitable Giving Form

The UCA Board Member Position Description signed each year by all Directors at the annual board meeting states: *“UCA Board Members will consider UCA a philanthropic priority and make an annual financial contribution at a level that is meaningful to the board member so that UCA can credibly solicit contributions from foundations, organizations, and individuals by communicating that 100 percent of Board Members make an annual contribution to the Charter Academy.”* Annual Board giving aligns with the Academy’s fiscal year of July 1st – June 30th.

Please list all donated goods, services or monetary gifts given to the Uwharrie Charter Academy during the fiscal year entered below. In-kind donations or services are defined as those services or goods for which the school would have had to pay for if otherwise not donated. Amounts for personal gifts (Christmas, birthday, etc.) should not be included, but giving to staff events should be listed. If you have not yet donated, but will by June 30th, please indicate your pledge(s) below.

Donation Fiscal Year:		
Board Member Name:		
Donation/Contribution Item:	Date Given:	Amount:
Receipt needed? Yes or No		
Total Fiscal Year Contribution:		
Date Form Completed:		Board Member Signature:

Please write on back if more space is needed (or insert additional lines if using on computer).

Abby Walker, Central Office Executive Assistant, will keep all forms and input totals into a spreadsheet for tracking and compliance purposes. After completing the form, you may scan and send to Mr. Ryan Nelson at ryan_nelson@uwharriecharter.org, mail it to his attention at PO Box 1282, Asheboro, NC 27204 or drop it by the Central Office. For questions, contact Ms. Walker at 336-610-0818. Please have your form submitted no later than June 15th of each year. Any monetary commitments made, but not yet paid as of June 1st will be invoiced. Please indicate on this form if you would like to receive a written receipt for your donation.

Uwharrie Charter Academy

Request for Address History and Criminal Background Check

INSTRUCTIONS: Please fill form out in its entirety. Incomplete forms will delay processing.

Last Name:	First Name:	Middle Name:	Maiden Name:		
Present Address (street, city, state, zip code):			Phone #:		
Social Security #:	Sex:	Date of Birth:	Driver's License #:		
Sex	Female Male				
Ethic Group:	WHITE (non-Hispanic)	ASIAN (Including Pacific Islander)			
HISPANIC	BLACK (non-Hispanic)	INDIAN (Including Alaskan Native)			
Residency Information: List last ten years, beginning with most current (NO PO BOXES)					
Dates		ADDRESS	CITY	NC	ZIP CODE
FROM MM/YY	TO MM/YY				
<p>EMPLOYMENT COACH/ASSISTANT VOLUNTEER CONTRACTOR</p>					
<p>Have you previously completed a criminal background check: Yes No</p>					
<p>If yes: Randolph County Schools Asheboro City Other: _____</p>					
<p>My signature below authorizes Uwharrie Green School Inc. (UCA) to obtain information about me from a consumer regarding agency for the purpose of employment, volunteering and/or performing volunteer services, athletic coaching services, other extracurricular academic coaching services, student teaching /intern, outside service provider, contract services, etc. The information may be obtained at any time after the receipt of my authorization and throughout my term of service and/or consideration. The types of information that may be obtained include but are not limited to social security number verification, sex offender registry, criminal records, inmate record searches, motor vehicle records and court record checks. The consumer report will be obtained from Background Investigative Bureau, LLC (BIB), located at 9710 Northcross Center Court, Huntersville, NC 28078, phone number 1-877-439-3900. I hereby authorize any law enforcement agency, administrator, local store or federal agency to furnish and all background information requested by BIB, additional third party organizations acting on behalf of UCA, and/or UCA itself. I certify that the information given by me in this application is true and complete. I understand that any misrepresentation, falsification or omission will be sufficient cause for cancellation of this application or dismissal from employment if you have been hired. It is understood that this application and all other pre-employment data become property of UCA. I understand that my date of birth, sex and ethnic group will not be used to discriminate against me in violation of any law. I agree that a copy of this authorization shall be valid as the original. (Revised 7/24/19).</p>					

Signature: _____ Date: _____

FOR OFFICE USE ONLY:

DATE REQUESTED: _____ **DATE RETURNED:** _____

APPROVED

UNAPPROVED