BUNCOMBE COUNTY SCHOOLS
PREPARING STUDENTS FOR THEIR TOMORROW

Robert Jackson, Ed.D., Superintendent

175 Bingham Rd., Asheville, NC 28806
P: 828-255-5921 | F: 828-255-5923
buncombeschools.org

TO: MEMBERS OF THE BUNCOMBE COUNTY BOARD OF EDUCATION

FROM: TINA THORPE, CHIEF FINANCIAL OFFICER

DATE: THURSDAY, MAY 7, 2026

SUBJECT: RECOMMENDATION - APPROVAL OF THE POSITION ALLOTMENT MANUAL

RECOMMENDATION: BCS Leadership is recommending that the Board approve the position allotment manual.

On behalf of the BCS Leadership Team, I am pleased to present the proposed 2026-27 Position Allotment Manual. This manual serves as a foundational component of the 2026-27 Operational Budget.

The Position Allotment Manual contains staffing formulas for all BCS positions, including both central services and school-based personnel. These formulas were developed through a year-long process of research and collaboration involving human resources, auxiliary, curriculum, and student services departments, as well as other key stakeholders.

The staffing formulas within this manual determine the number of staff positions required across the district and express each allocation in months of employment for each position. In addition to these formula-driven allocations, a small supplemental allotment is applied to certain position groups based on a variety of equity-focused factors identified by the Cabinet.

The allotments were then reconciled by principals, departments, leadership and Finance.

Attachment: Position Allotment Manual

CC: Dr. Jackson, Superintendent

Dr. Jennifer Reed, Associate Superintendent Curriculum & Instruction

Luke Rose, Financial Planning, Analytics & Programmatic Initiatives Manager

BUNCOMBE COUNTY SCHOOLS

# 2026-27 Position Allotment Manual

This document is maintained by the BCS Finance Department and is updated on an annual basis.

**Last Updated: 4/28/2026**

# Table of Contents

**Career Technical Education....7**
CTE Teachers, CDCs and CIMCs....8
CTE Director....10
**Communications....11**
Chief Communications Officer....12
Assistant Communications Director....13
Digital Communications Specialist....13
Digital Storyteller/Community Engagement....13
**Curriculum & Instruction....14**
Beginning Teacher, Professional Development and Student Teacher Placement Specialist....15
College, Career and Community Coordinator....16
Directors of Elementary and Secondary Education....17
Instructional Coach....18
Lead Coach (Curriculum Specialists)....19
In School Suspension (ISS) Assistants....20
Distance Learning Assistants (DLA)....21
Child Care Assistant....22
Child Care Lead Teacher....23
Media Assistants....24
Multi-Tiered System Support Coach....25
JROTC Teacher....26
K-12 Core Classroom Teachers and Program Enhancement Teachers (PET)....27
K-3 Assistants (Instructional and Flexible)....29
Media Coordinator....30
Clerical....31
Blended Learning Coach....33
**Exceptional Children....34**
EC Audiologist....35
EC Behavior Outreach Specialists....36
EC Behavior Outreach Assistant....37
EC Coordinators....38
EC Director....39
EC Teachers and Assistants....40
EC Instructional Coach....42
EC Preschool Coordinator....43
EC Program Specialists....44

EC Homebound Coordinator..... 45
EC Homebound Teacher.....46
EC Job Coach.....47
EC Speech Language Pathologist.....48
EC Physical Therapist.....49
EC Psychologists.....50
EC Occupational Therapist.....51
EC Office Support.....52
EC Preschool Teachers..... 53
EC Transportation Safety Assistants (TSA).....54
**Federal Programs..... 55**
Director of Federal Programs.....56
McKinney-Vento Resource Specialist.....57
McKinney-Vento Coordinator.....58
McKinney-Vento Data Manager.....59
McKinney-Vento Student Resource Center Driver/Warehouse Support.....60
Multi-Lingual Instructional Coach.....61
Multi-Lingual Bookkeeper..... 62
Multi-Lingual Intake Specialist..... 63
Language Service Coordinator.....64
Multi-Lingual Teachers + Tutors.....65
Migrant Coordinator..... 68
Migrant Specialists & Recruiters.....69
Title I: School-Based Roles.....70
Title I Compliance Specialist.....72
Title I Budget & Purchasing Specialists..... 73
**Human Resources..... 74**
Director of Human Resources.....75
Assistant Director of Human Resources.....76
Employee Relations Manager.....77
Licensure Specialist.....78
Medical Benefits & Retirement Specialist..... 79
Employment/HRIS Coordinator.....80
Supplemental Benefits & Retirement Specialist..... 81
HR Specialist..... 82
Leave/Workers Comp Specialist.....83
**Maintenance & Facilities..... 84**
Automotive Mechanic.....85
Assistant Director of Maintenance..... 86

Facilities....87
Business Equipment Technician....88
Carpenter....89
Courier/Custodial Equipment Repair Technician....90
Custodian....91
Electrician....92
Energy Manager....93
Capital Project Manager....94
Maintenance Operations Manager....95
Health & Safety....96
Groundskeeper....97
HVAC Mechanic....98
Locksmith....99
Office Staff....100
Custodial Coordinator....101
Maintenance & Facilities Director....102
Maintenance Warehouse Employee....103
Painter....104
Plumber....105
Welder....106
**School Administration....107**
Assistant Principals....108
Principals....109
**School Nutrition....110**
Central Office....111
School Nutrition Director....111
Assistant Director....112
Assistant to the Director....113
Bookkeeper/Operations Specialist....114
Coordinator/Finance Specialist....115
Warehouse/Delivery Employee....116
Supervisor....117
Field Manager....118
Inventory Specialist....119
School-Based....120
Managers and Assistants....120
**Student Services....122**
Social Worker....123
Counselor....125

Student Services Director..... 126
Assistant Director of Student Services.....126
District Athletics Specialist..... 126
Student Services Administrative Assistant..... 126
Student Services Support Specialist.....126
**Technology Services.....128**
Administration..... 129
Director of Technology Services..... 129
Assistant Director of Technology Services and Chief Operations & Network Security Officer..... 130
Technology Services Executive Secretary.....131
Technology Services Bookkeeper and E-Rate Coordinator.....132
Customer Service Technicians..... 133
Asset Manager.....133
Customer Service Manager..... 134
District Field Technician Lead..... 135
Field Technician..... 136
Help Desk Technician II..... 137
Low Voltage Engineers and Technicians..... 138
Low Voltage Supervisor..... 138
Low Voltage Technician I..... 139
Low Voltage Technician II..... 140
Low Voltage Technician III..... 141
Network Engineers and Technicians.....142
Network Security & Cybersecurity Analyst.....142
Network Security & Cybersecurity Technician II..... 143
Wide Area Network (WAN) Engineer.....144
Local Area Network (LAN) Device Engineer.....145
Local Area Network (LAN) Engineer.....146
Apple Network Technician III.....147
Network Technician I.....148
Network Technician II.....149
**Transportation.....150**
Bus Driver..... 151
Assistant Transportation Director.....152
Cost Clerk..... 153
Fuel Truck Driver/Mechanic Helper..... 154
Mechanic II and III.....155
Parts/Dispatch Mechanic..... 156

Shop Foreman..... 157
TIMS Specialist..... 158
Transportation Director..... 159
Transportation Safety Assistant..... 160
**Executive Leadership..... 161**
Superintendent..... 162
Associate Superintendent..... 163
Assistant Superintendent of Education Equity and Support Services..... 164
Assistant Superintendent of Auxiliary Services..... 165
Chief Finance Officer..... 166
**Finance..... 167**
Assistant Finance Officer / Capital Outlay Budget Facilitator..... 168
Operational Budget Manager..... 169
Federal Budget Data Analysis & Compliance Accountant..... 170
Internal Auditor..... 171
Financial Planning, Analytics & Programmatic Initiatives Manager..... 172
Cash Management Manager/Executive Administrative Assistant..... 173
Finance Information Systems Manager..... 174
Accounting & Controls Reporting Manager..... 175
Accounting & Controls Specialist..... 176
Accounts Receivable Specialist..... 177
Payroll and Compliance Manager..... 178
Purchasing/Risk Control Manager/Business Services Manager..... 179
Accounts Payable/Purchasing Specialist..... 180
Procurement Specialist/Capital Outlay Specialist..... 181
Payroll Specialist I..... 182
Payroll Specialist III..... 183
**Testing and Accountability..... 184**
Director of Testing & Accountability..... 185
Testing Technician..... 186
NCSIS Support Technicians..... 187
NCSIS Coordinator..... 188
**Grant Funded Positions..... 189**
CCEIS Behavior Assistant..... 190
CCEIS Behavior Specialist..... 191
CCEIS Transition Specialist..... 192
CCEIS High School Student Success Coordinator..... 193
CCEIS Principal Mentor..... 194
CCEIS Social Emotional Behavior Specialist..... 195

Career Academy Success Advocate..... 196
BCS Learning Labs Preschool Coordinator.....197
Responsive Programming Coordinator/Middle School Interventionist.....198
Credit Recovery Facilitator.....199

# Manual Purpose + Definitions

## Manual Purpose

This manual outlines the BCS base allotment formulas for all positions within Buncombe County Schools, providing transparency and equity for all stakeholders regarding how our schools are staffed. In addition to the allotment formulas, it includes a description of each position, offering a comprehensive view of roles and responsibilities across the district. Developed collaboratively with input from all BCS departments, this manual reflects a district-wide effort to ensure consistency, clarity, and alignment in staffing decisions.

## Definitions

- **Months of Employment (MOE)**
    - Months of Employment is the denomination for position allotments. This is calculated in one of two ways:
        - (hours worked per day / 8) x months worked in the year
        - (days worked per week / 5) x months worked in the year
- **Allotment Types**
    - BCS Base
        - Formula driven. This is the allotment type laid out in the allotment manual. In most cases, this outpaces the 'state allotment'.
    - Supplemental
        - May be allocated at the discretion of leadership because of unique circumstances not factored into the base allotment formula.
    - Contingency
        - Emergency/Temporary positions that hiring managers may apply for throughout the school year to address unforeseen needs.
- **Contact**
    - The contact listed for each position is the person who led the development of that position's allotment formula. If you have questions about a specific position, please reach out to the contact listed at the top of each position group.

# Career Technical Education

**Department Description:** *The BCS CTE department provides students in grades 5 through 12 with hands-on, career-oriented learning that builds both academic and technical skills. The department oversees a wide range of NCDPI approved CTE pathways including areas such as agriculture, health sciences, business, technology, trades, and advanced manufacturing. It ensures programs meet North Carolina standards, align with local workforce needs, support industry-recognized credentials, and comply with all state and federal reporting requirements. The department also provides teachers with instructional support, professional development, and up-to-date equipment while fostering partnerships with community colleges and industry so students are prepared for further education, high-demand careers, and long-term success. The core goal is to introduce students to the concept of a career, help them understand their own interests and skills, and build a strong foundation for future career exploration. State funding is specifically available to support awareness activities at the local level.*

## CTE Teachers, CDCs and CIMCs

**Contact:** Michele Smith, CTE Director

**Teacher Description:** The Career and Technical Education (CTE) Teacher provides students with hands-on, career-focused instruction that prepares them for post-secondary education, employment, or industry certification in their chosen career pathway. This role involves developing and delivering engaging lessons aligned with state CTE standards, integrating academic skills with real-world applications, and using industry-relevant tools, technology, and practices. The CTE Teacher also collaborates with colleagues, industry partners, and the community to enhance learning opportunities, supervises students in lab and work-based learning settings, and ensures compliance with all safety and program requirements. The CTE teachers are 10-month positions except for Agriculture which are required to be 12-month positions.

**CDC Description:** The Career Development Coordinator works with students, educators, and community partners to help students successfully transition to employment, military service, or postsecondary education. This role involves guiding students in developing career plans, promoting employability skills, and facilitating work-based learning experiences such as internships, apprenticeships, and job shadowing. The coordinator serves as a liaison between schools and business, industry, military, and higher education, while also supporting Career-Technical Education (CTE) teachers with resources, professional development, and program promotion. Additional responsibilities include tracking CTE concentrators, coordinating career fairs and awareness events, supporting special populations, and staying informed on current workforce trends and technology. These are 10, 11 and 12 month positions.

**CIMC Description**: The Curriculum and Instructional Management Coordinator (CIMC) supports Career and Technical Education (CTE) teachers and staff by coordinating curriculum implementation, instructional support, and data reporting to improve student outcomes. This role ensures that CTE programs align with state standards, graduation requirements, and workforce readiness goals while helping teachers access instructional resources, implement effective teaching strategies, and administer required assessments such as Proofs of Learning. The coordinator also provides professional development, assists with program planning and grant writing, and manages data collection and validation for state and federal reporting, including Perkins V requirements. Through collaboration with administrators and teachers, the CIMC helps strengthen CTE programs and ensures students are prepared for high-skill, high-wage, and high-demand careers.

**BCS Base Allotment Formula:** The base allotment for CTE teachers, CDCs and CIMC is below:

Traditional High Schools

| High School | | | |
|---|---|---|---|
| ADM Range | | Base Allotment | |
| Minimum Number of Students | Maximum Number of Students | CDC MOE | CTE Teacher MOE |
| 501 | 750 | 9 | 72 |
| 751 | 1000 | 9 | 102 |
| 1001 | 1250 | 9 | 114 |
| 1251 | 1500 | 9 | 134 |
| 1501 | 1750 | 9 | 152 |

Traditional Middle Schools

| Middle School | | | |
|---|---|---|---|
| ADM Range | | Base Allotment | |
| Minimum Number of Students | Maximum Number of Students | CDC MOE | CTE Teacher MOE |
| 250 | 500 | 1 | 20 |
| 500 | 750 | 1 | 30 |

Non-Traditional Schools & Central Office

| Non-Traditional Schools and Central Office | | | |
|---|---|---|---|
| Site Name | CTE Teacher Allotment | CDC Allotment | CIMC Allotment |
| Community High School | 22 | 0 | |
| Nesbitt Discovery Academy | 30 | 6.87 | |
| Central Office | 0 | 12 | 10 |
| BCCI/BCSVA | 0 | 1 | |
| Middle School CDC | 0 | 10 | |

*In addition to base allotments, the CTE Director can distribute supplemental months of employment to schools based on student needs and available budget.

## CTE Director

**Contact:** Dr. Jennifer Reed, Associate Superintendent of Curriculum and Instruction

**Description:** The Director of Career and Technical Education (CTE) oversees the development, coordination, and administration of the district's CTE programs to ensure alignment with state and local policies, as well as the district's strategic plan. This role provides leadership and support to CTE teachers, staff, and students by managing budgets, resources, and instructional materials, while also facilitating professional development and program improvement. The Director is responsible for supervising staff, monitoring compliance with state and federal guidelines, overseeing data collection and reporting, and evaluating program effectiveness. In addition, the position promotes student success by supporting CTE student organizations, fostering partnerships with postsecondary institutions, businesses, and community agencies, and encouraging articulation between programs and schools. Strong leadership, organizational, and communication skills are essential to ensure that CTE programs provide high-quality, relevant learning experiences that prepare students for college, careers, and lifelong success.

**BCS Base Allotment Formula**: The BCS allotment is one centrally-based 12-month CTE Director.

# Communications

**Department Overview:** The BCS Communications Department, led by the Chief Communications Officer, manages all internal and external messaging for the district, including media relations, crisis communication, branding, and family engagement. The team oversees event production, photography/videography, social media, website management, and accessibility compliance. They also coordinate student and staff recognition, corporate and community partnerships, and support the Buncombe County Schools Foundation through marketing and storytelling initiatives. Overall, the department ensures consistent, strategic communication across all district channels.

**Allotment Formula**: The ADM bands below show how MOE is allocated to the Communications department. For the 2025-26 school year, the department has 48 MOE, which is used to fund the four 12-month positions listed below:

| ADM Range | MOE |
|---|---|
| 0-2,750 | 6 |
| 2,751-5,500 | 12 |
| 5,501-8,250 | 18 |
| 8,251-11,000 | 24 |
| 11,001-13,750 | 30 |
| 13,751-16,500 | 36 |
| 16,501-19,250 | 42 |
| 19,251-22,000 | 48 |
| 22,001-24,751 | 54 |

** Approximately 1 MOE is allocated to Communications for every 450 students enrolled, resulting in a total of 48 MOE for 2025-26.*

## Chief Communications Officer

**Contact:** Dr. Rob Jackson, Superintendent

**Description:** The Chief Communications Officer provides strategic oversight and direction in the development, implementation, and management of communications strategies that build the district's brand, support student and staff recruitment, and maintain a positive public image. As a member of the Superintendent's Leadership Team, the Chief Communications Officer participates in strategic planning, policy development, and resolving complex issues, while offering communication counsel to district leaders and school administrators. The role involves leading short- and long-range communication efforts to improve public understanding of student achievement initiatives, managing internal and external messaging, and ensuring clear, family-friendly communications through various platforms including websites, newsletters, and social media. The Chief Communications Officer maintains strong media relationships, oversees crisis communications and inclement weather messaging, and provides staff training in communication best practices. Additional responsibilities include coordinating media events, supporting school-level marketing, organizing community recognition events such as Top Scholar and Teacher of the Year, managing stakeholder surveys, guiding communications staff, and responding to special project needs as directed by the Superintendent.

**BCS Base Allotment Formula:** One 12-month Chief Communications Officer.

## Assistant Communications Director

**Contact:** Ken Ulmer, Chief Communications Officer

**Description:** The Assistant Communications Director supports district communications by managing the website and ensuring accessibility compliance, serving as a help desk for website-related needs, and assisting with multimedia production. This role includes operating drones for aerial footage, capturing photography and videography, copy editing for accuracy and clarity, and providing coverage of school events. The position also contributes to event production and supports communication efforts that highlight and promote school and district initiatives.

**MOE:** One 12-Month FTE that is centrally-based.

## Digital Communications Specialist

**Contact:** Ken Ulmer, Chief Communications Officer

**Description:** The Digital Communications Specialist supports school and district outreach by coordinating coverage of events, capturing photography and videography, and managing social media for both organic engagement and paid marketing. This role also contributes to event production and helps create engaging digital content that promotes and highlights school and district initiatives.

**MOE:** One 12-Month FTE that is centrally-based.

## Digital Storyteller/Community Engagement

**Contact:** Ken Ulmer, Chief Communications Officer

**Description:** The Digital Storyteller/Community Engagement role highlights school and district initiatives through photography and videography of events, social media and website storytelling, and management of corporate and community partnerships. This position also serves as event director and marketing coordinator for Buncombe County Schools Foundation initiatives, helping to promote programs, strengthen community connections, and share impactful stories that showcase student and school success.

**MOE:** One 12-Month FTE that is centrally-based.

# Curriculum & Instruction

**Department Description**: The BCS Curriculum and Instruction Department leads the development, implementation, and continuous improvement of academic programs across all grade levels to ensure high-quality teaching and learning. The department designs and aligns curriculum to state standards, selects instructional materials, and supports effective classroom practices through professional development, coaching, and instructional resources. It analyzes student performance data to guide instructional decisions and collaborates with school leaders to improve outcomes for all learners. Additionally, the department supports assessment practices, instructional innovation, and initiatives that promote equity, rigor, and student achievement districtwide.

## Beginning Teacher, Professional Development and Student Teacher Placement Specialist

**Contact:** Dr. Jennifer Reed, Associate Superintendent of Curriculum and Instruction

**Description:** The Beginning Teacher/Mentor Coordinator supports the success and development of new teachers by leading the Beginning Teacher Program and overseeing the district's Mentor Program. This role includes coordinating professional development for beginning teachers and mentors, assisting principals in supporting early-career educators, and guiding the creation of Professional Development Plans. Additionally, this position oversees and manages the platform for professional learning for the entire school system by entering new professional learning opportunities, registering attendees, and ensuring accurate credit is given for staff participation. The coordinator ensures compliance with state requirements, facilitates communication among stakeholders, manages student teacher placements, and serves as the district liaison for the National Board Certification Program.

**BCS Base Allotment Formula:** One 12-Month FTE that is centrally-based.

## College, Career and Community Coordinator

**Contact:** Dr. Jennifer Reed, Associate Superintendent of Curriculum and Instruction

**Description:** The College, Career and Community Coordinator coordinates meaningful work-based learning experiences for students at Buncombe County Early College. This role involves collaborating with school, college, and state partners; recruiting and monitoring internship placements; maintaining required documentation; and acting as a liaison with local businesses, industries, and community organizations. The position also includes counseling responsibilities, supporting student placement and success, and may involve limited teaching duties. This is a 10-month position.

**BCS Base Allotment Formula:** 10 MOE distributed to Early College and BCCI.

## Directors of Elementary and Secondary Education

**Contact:** Dr. Jennifer Reed, Associate Superintendent of Curriculum and Instruction

**Description:** The Directors of Elementary and Secondary Education provide leadership for the coordination and implementation of instructional programs across elementary, intermediate, middle, and high schools in Buncombe County Schools. This role supports principals, instructional coaches, and teachers in aligning curriculum and instructional practices with state standards and the district's strategic plan.They ensure consistency across grade levels and content areas, manage staff hiring and evaluations, support school improvement planning, and drive continuous improvement through data analysis and professional development. The Directors also oversee instructional coaches and specialists, curriculum resources, instructional material selection, budgeting, and collaboration with community and university partners, while modeling the effective use of digital tools and research-based instructional strategies. These are 12-month positions.

**BCS Base Allotment Formula:**

- One 12-month Director of Elementary Education.
- One 12-month Director of Secondary Education.

## Instructional Coach

**Contact:** Dr. Jennifer Reed, Associate Superintendent of Curriculum and Instruction

**Description:** Instructional Coaches provides job-embedded professional development by working directly with teachers to improve instructional practices and student outcomes. Responsibilities include conducting classroom observations, supporting lesson plan development, facilitating PLCs (Professional Learning Communities), delivering professional development sessions, and modeling effective instructional strategies. Secondary coaches support all content areas at the middle and high school levels, while math-specific coaches focus exclusively on math instruction—one serving secondary schools and one serving elementary schools. Each coach serves as a district-wide resource, partnering with educators to strengthen teaching and learning through ongoing, collaborative support. These are 10 and 11 month positions.

**BCS Base Allotment Formula:**

- Secondary Instructional Coaches: One per District (7 FTE or 70 MOE)
- Math Coaches: One Elementary and One Secondary (2 FTE or 21 MOE)

## Lead Coach (Curriculum Specialists)

**Contact:** Dr. Jennifer Reed, Associate Superintendent of Curriculum and Instruction

**Description:** Lead Coaches (Curriculum Specialists) Specialists in Elementary/Intermediate and Secondary Math, ELA/Social Studies, Elementary/Intermediate Lead Literacy, Science, Health & Physical Education, World Language and Arts provide district-wide support to strengthen curriculum and instruction in their respective subject areas. They collaborate with teachers and school leaders to align instruction with state standards, develop and refine curriculum resources, support assessment practices, and deliver targeted professional development. Through coaching, modeling, and consultation, they help ensure high-quality, standards-based instruction across all grade levels, contributing to improved teaching effectiveness and student achievement. These are 11-month positions.

**BCS Base Allotment Formula:** 8.0 district-wide FTE (88 MOE). One coach per key curriculum area.

## In School Suspension (ISS) Assistants

**Contact:** Dr. Jennifer Reed, Associate Superintendent of Curriculum and Instruction

**Description:** An ISS Assistant supervises students assigned to in-school suspension by maintaining a structured, calm, and orderly environment that allows them to stay engaged with their academic work. They help students complete class assignments, provide individualized academic support, and reinforce school expectations while closely monitoring behavior and documenting attendance, conduct, and progress. The ISS Teacher Assistant communicates regularly with teachers and administrators to ensure students' academic and behavioral needs are met and supports a smooth transition back to the regular classroom. They also maintain an organized, clean workspace and manage day-to-day classroom operations to keep the ISS setting safe, productive, and focused on learning.

**BCS Base Allotment Formula:** Each Traditional High School and Middle School receives a 1.0 FTE (10 MOE) ISS Assistant position.

## Distance Learning Assistants (DLA)

**Contact:** Dr. Jennifer Reed, Associate Superintendent of Curriculum and Instruction

**Description:** A Distance Learning Assistant supports students who are participating in virtual or online coursework by helping them stay organized, engaged, and on track academically throughout the school day. They monitor students' progress in their online classes, reinforce learning by answering questions and clarifying assignments, administer and collect assessments, and provide individual support when students need additional help. The Distance Learning Assistant communicates with teachers as needed, supervises students to ensure a focused learning environment, and assists with daily routines such as transitions, movement around the school, and general student supervision. Their work helps ensure that students in distance learning settings remain connected, supported, and successful in completing their virtual coursework.

**BCS Base Allotment Formula:** Each Traditional High School receives 1.0 FTE (10 MOE) of a Distance Learning Assistant position.

* *Alternative High Schools may receive a DLA allotment based on student need and budgetary constraints.*

## Child Care Assistant

**Contact:** Dr. Jennifer Reed, Associate Superintendent of Curriculum and Instruction

**Description:** A Child Care Assistant helps create a safe, nurturing, and engaging environment where young children can learn, play, and build social skills throughout the day. They support daily routines by preparing and leading age-appropriate activities, guiding children through structured and unstructured play, and helping maintain a clean, healthy classroom setting. The Child Care Assistant also collaborates with families by sharing updates about children's behavior and well-being, assists with basic administrative tasks such as attendance and documentation, and provides guidance to high school student interns working in the program. Their work ensures that children receive consistent care, positive interactions, and meaningful learning experiences in a supportive early-childhood environment.

**BCS Base Allotment Formula:** Each High School that is a designated Learning Labs campus has 1.0 FTE (10 MOE) of a Child Care Assistant. These High Schools are AC Reynolds, CA Erwin, North Buncombe and TC Roberson.

## Child Care Lead Teacher

**Contact:** Dr. Jennifer Reed, Associate Superintendent of Curriculum and Instruction

**Description:** A Child Care Lead Teacher educates and supervises young children in a play-based, developmentally appropriate early learning environment while ensuring their health, safety, and overall well-being. This role plans and delivers daily activities that support social, emotional, physical, and academic growth, maintains accurate child and program records, and communicates regularly with families. The Lead Facilitator guides and mentors assistant teachers and high school interns, collaborates with Early Childhood Education instructors, and upholds all licensing, sanitation, and accreditation standards. The position serves as a professional model in the laboratory classroom and helps ensure high quality early childhood experiences for all children and students involved.

**BCS Base Allotment Formula:** Each High School that is a designated Learning Labs campus has 1.0 FTE (10 MOE) of a Child Care Lead Facilitator. These High Schools are AC Reynolds, CA Erwin, North Buncombe and TC Roberson.

## Media Assistants

**Contact:** Dr. Jennifer Reed, Associate Superintendent of Curriculum and Instruction

**Media Assistant Description:** A Media Assistant supports the daily operation of the school media center by managing book and material circulation, cataloging new items, maintaining collections, assisting with inventory, and performing basic equipment upkeep. They work directly with students by helping them locate resources, complete assignments and projects, and use library technology, while also supporting teachers by locating materials, and preparing equipment. The Media Assistant serves as a point of contact in the media center, handling clerical tasks, monitoring student behavior, and ensuring the library remains organized, welcoming, and functional.

**BCS Base Allotment Formula:** Each Traditional High School and Middle School receive 8.75 MOE. Each Intermediate school receives 10 MOE of a Flexible Media/Instructional Assistant.

## Multi-Tiered System Support Coach

**Contact:** Dr. Jennifer Reed, Associate Superintendent of Curriculum and Instruction

**Description:** The Multi-Tiered System of Support Coach leads and supports the implementation of MTSS practices across the school to improve academic, behavioral, and social-emotional outcomes for all students. This role works closely with teachers, administrators, and support staff to analyze student data, identify instructional and intervention needs, and ensure that evidence-based Tier I, II, and III supports are implemented with fidelity. The MTSS Coach provides professional learning, models effective instructional and intervention strategies, facilitates problem-solving teams, and promotes continuous improvement through data-driven decision making to ensure every student receives the level of support needed for success.

**BCS Base Allotment Formula:** 6 MOE located at central office.

## JROTC Teacher

**Contact:** Dr. Jennifer Reed, Associate Superintendent of Curriculum and Instruction

**Description:** JROTC Teachers provide instruction and mentorship to students in Junior Reserve Officer Training Corps programs at the secondary level. They teach leadership, citizenship, military history, and life skills while overseeing student training in drills, physical fitness, and team-building activities. In addition to classroom instruction, JROTC Teachers organize and supervise extracurricular events such as competitions, community service projects, and ceremonial activities. They also monitor student progress, maintain records, and serve as role models to promote discipline, responsibility, and personal growth. These instructors collaborate with school administrators, parents, and the local military community to ensure a well-rounded and compliant JROTC program.

**BCS Base Allotment Formula:** Below is the BCS allotment formula for JROTC Teachers:

- AC Reynolds High has 21 MOE
- CD Owen High has 22 MOE
- CA Erwin High has 22 MOE
- Enka High has 21 MOE
- TC Roberson High has 21 MOE

## K-12 Core Classroom Teachers and Program Enhancement Teachers (PET)

**Contact:** Dr. Jennifer Reed, Associate Superintendent of Curriculum and Instruction

**Description:** A K–12 Classroom Teacher creates and maintains a safe, engaging, and inclusive learning environment while delivering high-quality instruction aligned to state standards across core academic subjects or program enhancement areas. The teacher plans and implements effective lessons, differentiates instruction to meet diverse learner needs, manages classroom routines, assesses student progress, and uses data to guide instructional decisions. They communicate regularly with families, collaborate with colleagues and support staff, and contribute to schoolwide initiatives that enhance student achievement and well-being. Program enhancement teachers additionally provide specialized instruction in areas such as the arts, physical education, technology, or world languages, enriching the educational experience and supporting students' social, physical, and creative development.

**BCS Base Allotment Formula:** The base allotment of regular classroom and PET/other teachers is based on the ADM ratios below:

### High Schools

| Math, English, Science & Social Studies | | Other | |
|---|---|---|---|
| **Grade** | **Avg. Class Size** | **Grade** | **Avg. Class Size** |
| 9th Grade | 26.5 | 9th Grade | 26.5 |
| 10th Grade | 29 | 10th Grade | 29 |
| 11th Grade | 29 | 11th Grade | 29 |
| 12th Grade | 29 | 12th Grade | 29 |

*Other includes: PE, Arts and World Language Teachers. There is also an additional allotment for CTE teachers which is backed out of the 'other' allotment (see those respective sections of the allotment manual).

*There are exceptions to these allotment formulas for these alternative campuses: PEP, Community High School, Early College, BCCI and Nesbitt

### Middle Schools

| Math, English, Science & Social Studies | | Other | |
|---|---|---|---|
| **Grade** | **Avg. Class Size** | **Grade** | **Avg. Class Size** |
| 6th Grade | 24 | 6th Grade | 24 |
| 7th Grade | 23 | 7th Grade | 23 |
| 8th Grade | 23 | 8th Grade | 23 |

*Other includes: PE, Arts and World Language Teachers. There is also an additional allotment for CTE teachers which is backed out of the 'other' allotment (see those respective sections of the allotment manual).

Intermediate Schools

| Classroom Teachers | Average Class Size |
|---|---|
| 5th | 24 |
| 6th | 24 |

| Program Enhancement Teachers | |
|---|---|
| **School** | **Total (FTE)** |
| Eblen | 6.84 |
| Enka | 6.85 |
| Koontz | 6.83 |
| NWR | 5.475 |

* Program Enhancement Teachers at the Intermediate Level include visual and performing art, music, PE, STEM and World Language instructors.

Elementary Schools

| Classroom Teachers | | |
|---|---|---|
| **Grade** | **Average Class Size** | **Individual Class Max** |
| K | 18 | 21 |
| 1st | 16 | 19 |
| 2nd | 17 | 20 |
| 3rd | 17 | 20 |
| 4th | 24 | N/A |
| 5th | 24 | N/A |

| Program Enhancement Teachers | | |
|---|---|---|
| **Classroom Minimum** | **Classroom Maximum** | **Teachers (FTE)** |
| 0 | 6 | 0.6 |
| 7 | 12 | 1.2 |
| 13 | 18 | 1.8 |

| | | |
|---|---|---|
| 19 | 24 | 2.4 |
| 25 | 30 | 3 |
| 31 | 36 | 3.6 |
| 37 | 41 | 4.2 |

* Program Enhancement Teachers at the Elementary Level include visual and performing art, music, PE, and World Language instructors.

*In 2026-2027, supplemental allocations may be provided at the discretion of district leadership based on these factors:

- Avoid combination classes when possible
- Low-performing schools

## K-3 Assistants (Instructional and Flexible)

**Contact:** Dr. Jennifer Reed, Associate Superintendent of Curriculum and Instruction

**Description:** Instructional Assistants support classroom instruction under the supervision of a school principal by working directly with students, particularly in small groups, to reinforce reading and other academic skills, support behavior, and provide clerical and health-related support. The role involves collaborating closely with teachers to prepare and implement lesson plans, maintain classroom organization, and support student academic development through individualized and small group instruction.

**BCS Base Allotment Formula:** The base allotment of Instructional Assistants for K-3 classrooms is as follows:

| Instructional Assistants | |
|---|---|
| **Grade** | **Students per TA** |
| K | 18 |
| 1 | 16 |
| | |
| **Flexible Assistants (2-3)** | |
| **Grade** | **Students per TA** |
| 2-3 | 100 |

K-1 assistants are allotted at one per classroom. Supplemental “Flexible” Assistants may be used at the Principal’s discretion - instructional, media or remediation at any grade level.

## Media Coordinator

**Contact:** Dr. Jennifer Reed, Associate Superintendent of Curriculum and Instruction

**Description:** The Media Coordinator provides leadership and instructional support in managing a school's media program, promoting literacy and digital literacy as integral components of student learning. This role involves collaborating with teachers to integrate print and digital resources into instruction, managing library operations and staff, supporting the one-to-one device initiative, and creating a welcoming, resource-rich environment for students and staff. The coordinator also leads collection development, teaches digital citizenship, and participates in school-wide planning and budgeting efforts. This is a 10-month, exempt position reporting to the principal and media supervisor.

**BCS Base Allotment Formula:** All schools have a base allotment of a 10-month Media Coordinator.

## AIG Teacher

**Contact:** Dr. Jennifer Reed, Associate Superintendent of Curriculum and Instruction

**Description:** An AIG Teacher provides specialized instruction and support for Academically or Intellectually Gifted students to ensure their educational needs are appropriately met. This position identifies eligible students, develops and implements differentiated instruction, collaborates with classroom teachers to enhance advanced learning opportunities, monitors student progress, and supports compliance with state and district AIG program requirements. The AIG Teacher may provide direct services to students, consultative support to staff, and guidance to families regarding gifted education programming.

**BCS Base Allotment Formula:** Positions were held constant YoY. The current allotment of AIG teachers is 19.2 FTE of 192 MOE.

## Clerical

**Contacts:** Dr. Jennifer Reed, Dr. Jamie Johnson and Tina Thorpe

**Bookkeeper/Head Secretary Description:** Depending on school level and ADM, these roles may be combined or assigned separately. The Bookkeeper manages a wide range of financial, accounting, purchasing, and clerical functions to support a school's daily operations, including maintaining internal accounts, processing invoices, handling purchasing and inventory, preparing financial reports, and assisting with payroll and budget tasks. A Head Secretary provides comprehensive clerical, administrative, financial, and payroll support to ensure the smooth daily operation of a school or district office, including managing records, coordinating communication, monitoring budgets, and assisting with substitutes, purchasing, and office logistics.

**Data Manager Description:** The Data Manager is responsible for maintaining and managing student information within the district's Student Information System (NCSIS), ensuring accurate enrollment, grades, attendance, schedules, test scores, immunizations, discipline records, and demographic data. This role also oversees student entry and withdrawal, monitors and reports attendance, generates state, federal, and local reports, responds to transcript requests, and provides general clerical support to school administrators, teachers, parents, and external agencies.

**Counselor Secretary Description:** The Counselor Secretary supports school counselors by providing administrative and clerical assistance to ensure smooth operation of the counseling office. This role includes maintaining student records, scheduling appointments, tracking attendance and referrals, assisting with testing and program documentation, and communicating with students, parents, staff, and outside agencies as needed.

**Flexible Clerical Assistant Description:** The Flexible Clerical Assistant provides versatile administrative support, with duties assigned based on the principal's discretion and the needs of the school. Responsibilities may include a variety of clerical tasks to support office operations, staff, and student services as priorities arise.

**BCS Base Allotment Formula:** The base allotment of Clerical positions is as follows:

### High Schools

| Position | MOE |
|---|---|
| Head Secretary | 12 |
| Bookkeeper | 12 |

| | |
|---|---|
| Data Manager | 12 |
| Counselor Secretary | 12 |
| Assistant Principal Secretary | 10 |

## Middle Schools

| Position | MOE |
|---|---|
| Head Secretary | 12 |
| Bookkeeper | 12 |
| Data Manager | 12 |
| Flexible Clerical Assistant | 10 |

## Intermediate Schools

| Position | MOE |
|---|---|
| Bookkeeper/Head Secretary | 12 |
| Data Manager | 12 |
| Flexible Clerical Assistant | 10 |

## Elementary Schools

| ADM Bands | | Positions | | |
|---|---|---|---|---|
| ADM Minimum | ADM Maximum | Bookkeeper/Head Secretary MOE | Data Manager MOE | Flexible Clerical Assistant MOE |
| 0 | 300 | 12 | 6 | 5 |
| 301 | 400 | 12 | 6 | 10 |
| 401 | 500 | 12 | 9 | 10 |
| 501 | 800 | 12 | 12 | 10 |

## Blended Learning Coach

**Contact:** Dr. Jennifer Reed, Associate Superintendent of Curriculum and Instruction

**Description:** The Blended Learning Coach supports educators and school leaders in integrating digital tools and technology into teaching to enhance student learning and equitable access to high-quality instruction. This role provides coaching, professional development, and guidance to teachers and School Library Media staff, helping them implement the North Carolina Essential Standards, ISTE Standards, and district digital learning goals. The coach partners with school and district leadership to plan, deploy, and evaluate blended learning initiatives, uses data to inform instructional decisions, models digital citizenship, and fosters a culture of continuous professional growth. Additionally, the coach leads media programming, advises on technology-related policies, and promotes innovative, student-centered learning experiences across the district.

**BCS Base Allotment Formula:** 23.0 MOE centrally based

# Exceptional Children

**Department Description**:  The Exceptional Children department provides specialized instructional programs, services, and supports to ensure that students with disabilities are able to access a free appropriate public education and make meaningful academic, social, and behavioral progress. The department works in partnership with families, teachers, administrators, and community agencies to develop, implement, and monitor individualized education plans, deliver evidence-based interventions, and ensure compliance with federal and state regulations. Through inclusive practices, targeted support, and data-informed decision making, the EC department is committed to helping every exceptional learner reach their full potential.

## EC Audiologist

**Contact**: Dr. Mindy Conner, Exceptional Children Director

**Description**: The Audiologist provides comprehensive hearing services to support students' access to learning across the district. This role conducts evaluations, identifies hearing and listening needs, and collaborates with educators, families, and healthcare providers to ensure appropriate accommodations and interventions are in place. The audiologist monitors students with hearing loss, manages and troubleshoots assistive listening devices, and provides training to staff on effective classroom strategies. In addition, the position contributes to IEP/504 planning, ensures compliance with state and federal guidelines, and promotes awareness of hearing health through education and prevention efforts. Strong diagnostic, communication, and collaboration skills are essential to help students achieve academic and social success.

**BCS Base Allotment Formula**: One 10-month Audiologist that serves all school sites.

## EC Behavior Outreach Specialists

**Contact:** Dr. Mindy Conner, Exceptional Children Director

**Description:** The EC Behavior Specialist supports students with exceptional needs by providing targeted behavioral interventions and strategies to promote positive behavior, social-emotional development, and academic success. This role works closely with teachers, administrators, support staff, and families to assess student needs, develop and implement behavior intervention plans, and model effective behavior management techniques. The EC Behavior Specialist monitors student progress, provides coaching and professional support to staff, and uses data to adjust interventions, ensuring students receive consistent, developmentally appropriate behavioral support across school settings.

**BCS Base Allotment Formula**: 1.0 FTE 12-month position and 8.0 FTE 10-month positions for a total of 92 MOE of Behavior Specialists. They push out to specific schools based on student need throughout the school year.

## EC Behavior Outreach Assistant

**Contact:** Dr. Mindy Conner, Exceptional Children Director

**Description:** The Behavior Outreach Assistant provides extended classroom and individualized support for students who have received services from Behavior Outreach Specialists, ensuring interventions are implemented consistently and effectively. This role focuses on modeling and reinforcing evidence-based behavior strategies, supporting both students and staff in applying interventions with fidelity. The assistant helps collect and analyze behavioral data, communicates regularly with Behavior Outreach Specialists about student progress and needs, and collaborates with school staff to sustain interventions within existing supports. Responsibilities also include assisting in the development of transition, crisis, and safety plans, as well as delivering behavioral curriculum to homebound students when needed. By providing hands-on support and ensuring equitable opportunities for students with challenging behaviors, the Behavior Support Assistant plays a critical role in fostering positive behavioral outcomes and promoting student success in safe, inclusive learning environments.

**BCS Base Allotment Formula**: 5.0 FTE (50 MOE) centrally-based Behavior Support Assistants. They push out to specific schools based on student need throughout the school year.

## EC Coordinators

**Contact**: Dr. Mindy Conner, Exceptional Children Director

**Description:** The Exceptional Children (EC) Coordinator provides leadership, oversight, and support to ensure the delivery of high-quality and legally compliant special education services across assigned districts. This role works collaboratively with principals, teachers, related service providers, and families to implement IDEA requirements, monitor IEP development, and promote student growth. The EC Coordinator supports program integrity and compliance through audits, documentation, and corrective action planning, while also providing professional development, coaching, and mentoring for EC staff. Additional responsibilities include facilitating collaboration among district leaders, engaging families in the educational process, and using data to guide decision-making, resource allocation, and program improvement. Strong knowledge of special education law, instructional practices, and behavior management strategies is essential for success in this role.

**BCS Base Allotment Formula:** There are 2.0 FTE (24 MOE) of district-wide Coordinators.

## EC Director

**Contact**: Dr. Jennifer Reed, Associate Superintendent of Curriculum and Instruction

**Description:** The Exceptional Children Director oversees the district's special education programs, ensuring that students with disabilities receive appropriate services in compliance with federal and state regulations. They provide leadership and guidance to school administrators, teachers, and support staff, develop and monitor individualized education plans, coordinate resources and interventions, and work with families to support student learning and success. The Director also analyzes program data, manages budgets, and ensures the district maintains high-quality, inclusive, and effective special education services.

**BCS Base Allotment Formula:** There is 1.0 FTE (12 Month) EC Director position.

## EC Teachers and Assistants

**Contact:** Dr. Mindy Conner, Exceptional Children Director

**Description:** Exceptional Children (EC) Teachers and assistants provide specialized instruction and support to students with disabilities. They help develop and implement Individualized Education Programs (IEPs), collaborate with general education teachers, families, and service providers, and use evidence-based practices to meet each student's unique learning, behavioral, and developmental needs. EC Teachers play a critical role in fostering inclusive learning environments, tracking student progress, and ensuring compliance with federal, state, and district special education requirements. There are three tiers of service that the EC department serves including Resource/Inclusion, Structured Support and Comprehensive support.

**BCS Base Allotment Formula:** The base allotment of EC Teachers and assistants are based on grade and service levels.

### Elementary School

| Service Level | Students per Teacher | Students per Assistant |
|---|---|---|
| **Inclusion/Resource** | 1-29 | N/A |
| **Structured Support** | 10 | 10 |
| **Comprehensive Support** | 8 | 4 |

### Intermediate/Middle School

| Service Level | Students per Teacher | Students per Assistant |
|---|---|---|
| **Inclusion/Resource** | 1-35 | N/A |
| **Structured Support** | 10 | 10 |
| **Comprehensive Support** | 8 | 4 |

### High School

| Service Level | Students per Teacher | Students per Assistant |
|---|---|---|
| **Inclusion/Resource** | 1-40 | N/A |
| **Structured Support** | 14 | 14 |
| **Comprehensive Support** | 8 | 4 |

*Inclusion/Resource staffing Rounding Rule: I/R teachers are rounded to the nearest 1.0 FTE.

*Structured Support staffing Rounding Rule: SS teachers and assistants are rounded up to the nearest 1.0 FTE.

*Comprehensive Support staffing Rounding Rule: CS teachers and assistants are rounded up to the nearest 1.0 FTE.

*PEP is 1/6 for Teachers and 1/3 for Assistants

Supplemental Allotments: *In addition to the base allotment for every school site, supplemental allotments may be given to schools based on student needs, number of grade levels served and other considerations.*

**State Guidance for EC Caseloads and Class Sizes**

***Caseloads:*** *EC Policy Manual: Elementary Special Education General/Targeted Skills – Not to Exceed 35 Students Middle and High School General/Targeted Skills – Not to Exceed 50 Students Related Service Providers – Not to Exceed 50 Students*

**Class Size Chart**

| Special Education Service Delivery | Elementary | | Middle School | | High School | | |
|---|---|---|---|---|---|---|---|
| | Future-Ready Core Course of Study | Extended Content Standards | Future-Ready Core Course of Study | Extended Content Standards | Future-Ready Core Course of Study | Occupational Course of Study | Extended Content Standards |
| **Special Education General Skills** [1] | 12 Students | 10 Students | 14 Students | 12 Students | 14 Students | 14 Students<br>1 TA<br>(Job Coach) [5] | 12 Students |
| **Special Education Targeted Skills** [2] | 10 Students<br>-or-<br>12 Students<br>1 TA | 8 Students<br>-or-<br>10 Students<br>1 TA | 12 Students<br>-or-<br>14 Students<br>1 TA | 8 Students<br>-or-<br>10 Students<br>1 TA | 12 Students<br>-or-<br>14 Students<br>1 TA | 14 Students<br>1 TA<br>(Job Coach) | 10 Students |
| **Special Education Sustained Support** [3] | 12 Students<br>1 TA | 10 Students<br>1 TA | 12 Students<br>1 TA | 10 Students<br>1 TA | 14 Students<br>1 TA | 14 Students<br>1 TA<br>(Job Coach) | 12 Students<br>1 TA |
| **Special Education Intensive Needs** [4] | 8 Students<br>1 TA | 6 students<br>1 TA<br>-or-<br>8 Students<br>2 TA | 8 Students<br>1 TA | 6 Students<br>1 TA<br>-or-<br>8 Students<br>2 TA | 8 Students<br>1 TA | 8 Students<br>1 TA<br>-or-<br>10 Students<br>2 TA<br>(Job Coaches) | 6 Students<br>1 TA<br>-or-<br>8 Students<br>2 TA |

## EC Instructional Coach

**Contact:** Dr. Mindy Conner, Exceptional Children Director

**Description:** The EC Instructional Coach provides job-embedded professional development and instructional support for teachers working with students receiving special education services. This role focuses on improving instructional practices, lesson planning, and classroom management strategies to meet the diverse needs of exceptional children. The coach conducts classroom observations, models effective instructional techniques, and facilitates professional learning communities (PLCs) centered on research-based practices for special education. In collaboration with school and district staff, the EC Instructional Coach helps design and deliver professional development, supports data-driven instructional decision-making, and assists teachers in aligning instruction with IEP goals and state standards. By building teacher capacity and fostering collaboration, the EC Instructional Coach plays a key role in ensuring equitable access to high-quality instruction and improved outcomes for students with disabilities.

**BCS Base Allotment Formula:** There are 22 MOE (or 2.0 FTE) of district-wide EC Instructional Coaches.

## EC Preschool Coordinator

**Contact:** Dr. Mindy Conner, Exceptional Children Director

**Description:** The EC Preschool Coordinator provides leadership and oversight for programs serving preschool students with disabilities, ensuring compliance with federal, state, and local policies while supporting high-quality instruction and services. This role includes supervising preschool EC staff, collaborating with administrators, teachers, and related service providers, and guiding the development and implementation of IEPs and instructional best practices. The Coordinator monitors compliance and student progress, provides professional development and mentorship for staff, assists with transitions to kindergarten, and supports families to ensure students receive a free appropriate public education in the least restrictive environment. Through program coordination, data analysis, and collaboration across departments and community partners, the EC Preschool Coordinator works to improve outcomes and expand learning opportunities for preschool students with disabilities.

**BCS Base Allotment Formula:** There is one 12-month district-wide position.

## EC Program Specialists

**Contact:** Dr. Mindy Conner, Exceptional Children Director

**Description:** The EC Program Specialist supports the development, coordination, and oversight of programs and services for students with disabilities to ensure compliance with federal, state, and local regulations while promoting high-quality instructional practices. This role provides leadership in managing specialized programs such as preschool services, services for students with severe disabilities, child find, and extended school year offerings. The EC Program Specialist collaborates with school-based and district staff to evaluate program effectiveness, provide professional development, and build staff capacity to deliver effective instruction and supports. Responsibilities include monitoring compliance and accountability measures, preparing required reports, and ensuring accurate student data for program funding and oversight. The specialist also serves as a liaison with community and state agencies, communicates program expectations to staff and families, and stays current on legal and educational issues impacting special education. Through these efforts, the EC Program Specialist plays a key role in ensuring equitable access, compliance, and continuous improvement in services for exceptional children across the district.

**BCS Base Allotment Formula:** Nine 10-Month centrally-based positions for a total of 90 MOE.

## EC Homebound Coordinator

**Contact:** Dr. Mindy Conner, Exceptional Children Director

**Description:** The Homebound Coordinator ensures that students who are unable to attend school due to medical or other qualifying circumstances continue to receive consistent, high-quality educational services. This role works closely with families, school staff, and community partners to reduce barriers to learning, maintain regular attendance, and support smooth transitions between homebound instruction and the traditional classroom setting. The coordinator manages referrals, maintains accurate and timely records in compliance with local, state, and federal requirements, and facilitates communication between families, schools, and service providers. Responsibilities include coordinating instructional services, assisting families in accessing necessary resources, advocating for students' educational continuity, and monitoring progress to ensure student needs are met. By building strong relationships with parents, students, and school staff, the Homebound Coordinator promotes equitable access to education, minimizes disruptions to academic progress, and fosters an inclusive, supportive learning environment.

**BCS Base Allotment Formula:** One 11-Month Position

## EC Homebound Teacher

**Contact:** Dr. Mindy Conner, Exceptional Children Director

**Description:** The Homebound Teacher is responsible for providing individualized instruction to students who are unable to attend school due to medical, behavioral, or exceptional needs, ensuring continuity of learning and alignment with state curriculum and IEP requirements. This role includes planning and delivering lessons tailored to each student's needs, monitoring and reporting progress, coordinating with classroom teachers, and maintaining regular communication with families to support academic and social development. The Homebound Teacher creates a positive and flexible learning environment, employs varied instructional strategies, and ensures students remain connected to their school community.

**BCS Base Allotment Formula:** 25 MOE or 2.5 centrally-based FTE.

## EC Job Coach

**Contact:** Dr. Mindy Conner, Exceptional Children Director

**Description:** The Job Coach supports students with disabilities in making a successful transition from school to employment, post-secondary education, and independent living. This role provides individualized career exploration, vocational assessments, job shadowing, job sampling, internships, and employment opportunities that align with student interests and aptitudes. The Job Coach works closely with students, families, school staff, businesses, and outside agencies to secure and maintain meaningful work experiences while ensuring compliance with FERPA, IDEA, and labor laws. Responsibilities include transporting students to job sites, monitoring and evaluating performance, developing improvement plans, maintaining accurate records, and facilitating communication among stakeholders. By promoting student growth, building partnerships with local businesses, and supporting occupational course requirements, the Job Coach plays a key role in preparing students for post-school success.

**BCS Base Allotment Formula:** There are five 10-month (50 MOE) job coaches distributed to high schools based on student needs.

## EC Speech Language Pathologist

**Contact:** Dr. Mindy Conner, Exceptional Children Director

**Description:** The Speech-Language Pathologist (SLP) provides diagnostic, therapeutic, and consultative services to support the communication, language, and speech needs of students in grades K-12. This role assesses, identifies, and develops individualized treatment plans to address speech, language, voice, fluency, and pragmatic language disorders that impact academic and social success. The SLP delivers direct therapy, collaborates with teachers and families, and provides strategies and resources to support student progress in the classroom and beyond. Responsibilities include conducting evaluations, developing and implementing IEP goals, maintaining compliance with state and federal regulations, and documenting student progress. By fostering communication skills and supporting access to curriculum, the SLP plays a vital role in promoting student achievement and participation in all aspects of school life.

**BCS Base Allotment Formula:** 39.25 FTE (392.5 MOE) is distributed across the district at an average 1:40 caseload. The site assignments are dependent on student needs for the respective school year.

## EC Physical Therapist

**Contact:** Dr. Mindy Conner, Exceptional Children Director

**Description:** The Physical Therapist provides specialized services to support students with disabilities by assessing gross motor, functional, and developmental needs; developing and implementing individualized treatment plans; and serving as an active member of the IEP team. This role includes providing direct therapy, maintaining compliance documentation, adapting and maintaining equipment, and consulting with teachers, families, and outside agencies to ensure students have access to educational opportunities. The Physical Therapist supervises the Physical Therapist Assistant, manages a multi-site caseload, and collaborates with staff and families to promote student independence, safety, and participation in the school environment.

**BCS Base Allotment Formula:** 40 MOE (4 FTE) that are centrally-based and distributed to school sites based on student need.

## EC Psychologists

**Contact:** Dr. Mindy Conner, Exceptional Children Director

**Description:** The School Psychologist provides comprehensive psychological and psychoeducational services to support the academic, behavioral, and social-emotional needs of students. This role includes conducting evaluations, interpreting assessment data, and serving as a key member of IEP teams to inform eligibility, placement, and instructional planning. The psychologist collaborates with teachers, administrators, families, and community agencies to develop and implement effective interventions, provide consultation, and support crisis response and school improvement efforts. By integrating assessment, intervention, and consultation, the School Psychologist helps ensure students have equitable access to learning and are supported in their overall development and well-being.

**BCS Base Allotment Formula:** 183 MOE (18.3 FTE) that are assigned to school sites based on student need. This assignment is based on ADM and level of need.

## EC Occupational Therapist

**Contact:** Dr. Mindy Conner, Exceptional Children Director

**Description:** The Occupational Therapist supports students with disabilities in developing the skills needed to participate successfully in their educational environment by addressing fine motor, sensory processing, self care, and functional classroom skills. This role evaluates students, collaborates with IEP teams to develop appropriate goals and service plans, and provides direct and consultative therapy services in individual, small group, and classroom settings. The occupational therapist works closely with teachers, families, and other service providers to adapt materials, modify environments, recommend assistive strategies, and promote student independence, access to instruction, and overall educational success.

**BCS Base Allotment Formula:** 9.5 FTE (95 MOE) that are centrally-based and distributed to school sites based on student need. There is also 1.0 FTE (10 MOE) of a centrally-based Occupational Therapist Assistant.

## EC Office Support

**Contact:** Dr. Mindy Conner, Exceptional Children Director

**Description:** The Exceptional Children Office Support staff members provide essential clerical and organizational assistance to the Exceptional Children Department to ensure smooth daily operations and compliance with state and federal requirements. This role supports directors, coordinators, teachers, and related service providers by managing records, processing referrals and documentation, assisting with scheduling meetings such as IEP conferences, maintaining confidential student files, managing data, and responding to inquiries from families and school staff. The position plays a key role in ensuring accurate reporting, efficient communication, and timely support for students with disabilities and the professionals who serve them.

**BCS Base Allotment Formula:** 2.0 FTE (22 MOE) are allocated to PEP and 2.0 FTE (24 MOE) are allocated to Central Office.

## EC Preschool Teachers

**Contact:** Dr. Mindy Conner, Exceptional Children Director

**Description:** The Exceptional Children Preschool Teacher provides specialized instruction and support to preschool-aged children with identified disabilities in order to promote academic, social, emotional, and developmental growth. This role involves developing and implementing individualized education programs, delivering developmentally appropriate instruction, monitoring student progress, collaborating with related service providers, and partnering with families to support student learning and readiness for kindergarten. The EC preschool teacher creates a structured, inclusive, and nurturing learning environment that addresses each child's unique strengths and needs while ensuring compliance with state and federal special education requirements.

**BCS Base Allotment Formula:** EC Preschool Teaching positions are allotted to sites that serve EC Preschool Students. This includes:

- 6.0 FTE (60 MOE) Itinerant
- 1.0 FTE (10 MOE) at Black Mountain Primary School
- 1.0 FTE (30 MOE) at Emma Elementary School
- 1.0 FTE (10 MOE) at Haw Creek Elementary School
- 1.0 FTE (10 MOE) at Hominy Valley Elementary School
- 1.0 FTE (10 MOE) at Avery's Creek Elementary School

## EC Transportation Safety Assistants (TSA)

**Contact:** Dr. Mindy Conner, Exceptional Children Director

**Description:** The Transportation Safety Assistant supports the safe and orderly transportation of students, particularly those with special needs, by assisting with loading and unloading, properly seating and securing students, and maintaining a clean and disciplined bus environment. This role monitors student behavior during transport, responds to individual student needs, assists with wheelchair equipment and safety restraints, and ensures all students are accounted for at each stop. The Transportation Safety Assistant also helps prepare incident, transportation, and timekeeping records while working closely with the bus driver and school staff to promote student safety and well-being during daily transportation.

**BCS Base Allotment Formula** One TSA (various MOE) is allotted per EC bus that is driven based on services specified on an IEP. Currently, BCS actively employs 22.3 FTE of EC TSAs.

# Federal Programs

**Department Description:** The Federal Programs Department oversees the planning, coordination, and compliance of all federally funded education programs to ensure equitable access to resources and support for students and schools. This department manages grants such as Title I, Title II, Title III, Title IV and other federal initiatives by monitoring budgets, ensuring adherence to federal and state regulations, providing guidance and training to school staff, and evaluating program effectiveness. The Federal Programs team works closely with school leaders, district departments, and community partners to align funding with instructional priorities, support student achievement, and ensure that federal resources are used effectively and responsibly to meet the needs of diverse learners.

## Director of Federal Programs

**Contact:** Dr. Jennifer Reed, Associate Superintendent of Curriculum and Instruction

**Description:** The Director of Federal Programs provides districtwide leadership, oversight, and strategic direction for all federally funded programs, including Title I, ESL, and Migrant programs, ensuring full compliance with federal, state, and local laws and regulations. This role oversees program planning, budgeting, monitoring, reporting, and implementation, advises senior leadership on federal initiatives and funding opportunities, and collaborates closely with principals, teachers, parents, and community stakeholders to support student achievement. The Director supervises federal program staff, coordinates professional development, conducts audits and program evaluations, communicates regularly with schools, and ensures that federal resources are used effectively, equitably, and in alignment with district goals and evidence-based best practices.

**BCS Base Allotment Formula:** 1.0 FTE or 12 MOE centrally based.

## Multi-Lingual Instructional Coach

**Contact:** Jeanann Yates, Federal Programs Director

**Description:** The Multi-Lingual Instructional Coach supports the district's English as a Second Language (ESL) program by coaching teachers and promoting effective instructional practices for English language learners. This position supports all 45 sites within Buncombe County Schools. The position can include key responsibilities such as mentoring ESL and classroom teachers through site visits, co-planning, co-teaching, and professional development; modeling lessons using SIOP, GLAD, and differentiation techniques; and guiding content-area teachers in modifying instruction and assessments. Additional duties may involve helping school-based teams build coaching capacity, supporting Title III program implementation, staying current on best practices for second language acquisition, and assisting with district-wide professional development.

**BCS Base Allotment Formula:** 3.0 FTE or 32 MOE that is centrally based.

## Multi-Lingual Bookkeeper

**Contact:** Jeanann Yates, Federal Programs Director

**Description:** The Bookkeeper in the Multilingual Office supports the financial and administrative functions of programs serving English Language Learners and their families. The position can include key responsibilities such as managing bookkeeping and accounting tasks, processing invoices, paying vendors, and maintaining accurate financial records for multilingual programs and services. Additional duties may involve preparing purchase orders for instructional materials, coordinating with vendors, ensuring compliance with federal, state, and local funding requirements, and maintaining inventory of office and program resources. The bookkeeper also assists with budget preparation, prepares financial reports, reconciles accounts, and supports clerical and administrative functions within the Multilingual Office, such as handling correspondence, maintaining files, and supporting program events.

**BCS Base Allotment Formula:** 0.875 FTE or 10.5 MOE that is centrally based.

## Multi-Lingual Intake Specialist

**Contact:** Jeanann Yates, Federal Programs Director

**Description:** The Multi-Lingual Intake Specialist supports students and families who speak languages other than English by facilitating the enrollment process, conducting initial language screenings, and ensuring accurate identification and placement of multilingual learners. This role serves as a key liaison between families, schools, and district departments by providing interpretation and translation support, assisting with required documentation, and communicating critical information about programs, services, and expectations. The Multi-Lingual Intake Specialist helps ensure compliance with state and federal guidelines for multilingual learners while promoting equitable access, family engagement, and a smooth transition into the school system.

**BCS Base Allotment Formula:** 1.0 FTE or 10 MOE that is centrally based.

## Language Service Coordinator

**Contact:** Jeanann Yates, Federal Programs Director

**Description:** The Language Services Coordinator plays a vital role in strengthening communication and collaboration between schools, students, and families whose primary language is not English. The position can include key responsibilities such as coordinating parent meetings, workshops, and advisory committee sessions; supporting families in understanding school policies and procedures; and fostering positive relationships between non-English-speaking families and schools. Additional duties may involve coordinating and providing interpretation and translation services across languages for school and district communications, assisting with home visits, training interpreters, and supporting ESL programs. The coordinator also helps develop policies and procedures to improve communication and engagement, ensuring families are meaningfully included in their children's education. This role is central to promoting student achievement and building strong home-school partnerships.

**BCS Base Allotment Formula:** 1.0 FTE or 12 MOE that is centrally based.

## Multi-Lingual Teachers + Tutors

**Contact:** Jeanann Yates, Federal Programs Director

**Teacher Description:** The ESL Teacher provides instruction and support to English Language Learners (ELLs) to help them develop proficiency in English while accessing grade-level content and achieving academic success. The position can include key responsibilities such as planning and delivering engaging lessons aligned with WIDA and state standards, differentiating instruction to meet the diverse needs of ELLs, and assessing student progress in language development and content areas. Additional duties may involve collaborating with classroom and content-area teachers to modify instruction and assessments, communicating with families to support student growth, and maintaining compliance with federal, state, and district guidelines for English learners.

**Tutor Description:** The Multilingual Tutor provides critical supplemental instructional support to multilingual learners who are struggling with academic success in one or more content areas. The position can include key responsibilities such as working with individual students or small groups to reinforce reading, math, and content-area skills; preparing and using instructional materials aligned with teacher lesson plans; and providing immediate feedback to support student comprehension and growth. Additional duties may involve collaborating with teachers to plan for students' learning needs using diagnostic data, assisting with classroom management, supporting student behavior, and ensuring student safety in the educational setting. This temporary, part-time, grant-funded role emphasizes collaboration, cultural responsiveness, and targeted support to help multilingual learners achieve academic success.

**BCS Base Allotment Formula:** ML Teachers/Tutors have a base allotment in accordance with the weighted ADM ratios below. **Weighted ADM is not a count of actual students; rather, it is a calculation that assigns different values to students based on service level to reflect the level of support required**. Weighted ADM takes into account the different service levels of ML students, including Comprehensive, Developing, and Transitional/Bridging categories. Transitional/Bridging and Developing students are weighted as 1.0, whereas Comprehensive students have a weight of 1.25. In addition to the base allotment, the Federal Programs Director may provide small supplemental allotments to school sites based on student needs. There is a total of 37.4 FTE, or 374 MOE of Teachers distributed across the district along with 2.25 FTE or 22.5 MOE of ML Tutors.

High Schools

| ML Weighted ADM Range | | MOE |
|---|---|---|
| 1 | 60 | 5 |
| 61 | 120 | 10 |
| 121 | 180 | 15 |
| 181 | 240 | 20 |
| 241 | 300 | 25 |

Middle and Intermediate Schools

| ML Weighted ADM Range | | MOE |
|---|---|---|
| 1 | 25 | 2 |
| 26 | 50 | 5 |
| 51 | 75 | 8 |
| 76 | 100 | 10 |
| 101 | 125 | 12 |

Elementary Schools

| ML Weighted ADM Range | | MOE |
|---|---|---|
| 1 | 10 | 1 |
| 11 | 20 | 2 |
| 21 | 30 | 3 |
| 31 | 40 | 4 |
| 41 | 50 | 5 |
| 51 | 60 | 6 |
| 61 | 70 | 7 |
| 71 | 80 | 8 |
| 81 | 90 | 9 |
| 91 | 100 | 10 |
| 101 | 125 | 12.5 |
| 126 | 150 | 15 |
| 151 | 175 | 17.5 |
| 176 | 200 | 20 |
| 201 | 225 | 22.5 |

| | | |
|---|---|---|
| 226 | 250 | 25 |

Alternative Schools

* Alternative schools are supported by staff placed at other sites.

## Migrant Coordinator

**Contact:** Jeanann Yates, Federal Programs Director

**Description:** The Migrant Coordinator oversees and implements services for migrant students and their families to ensure they have equitable access to educational opportunities and support services. This role identifies and recruits migrant students, maintains required program documentation and data, and coordinates academic, health, and social services in collaboration with schools and community agencies. The Migrant Coordinator serves as a primary advocate and liaison for migrant families, supports student academic progress and well-being, and ensures compliance with state and federal migrant education program requirements.

**BCS Allotment Formula:** 1.0 FTE or 12 MOE that is centrally based.

## Migrant Specialists & Recruiters

**Contact:** Jeanann Yates, Federal Programs Director

**Description:** The Migrant Recruiters and Migrant Specialists work together to ensure migrant students and families in Buncombe County are accurately identified, enrolled, supported, and served through the Migrant Education Program. Together, these roles identify and recruit eligible students, maintain compliance with state and federal requirements, manage student records and data, provide direct academic instruction and tutoring, coordinate summer programming, and connect families to school and community resources. They serve as bilingual liaisons between schools, families, and service providers, support parent engagement, assist with school enrollment and communication, and advocate for the academic success and overall well-being of migrant students through coordinated instructional, social, and outreach services.

**BCS Allotment Formula:** These are funding dependent positions that currently are staffed at 2.75 FTE or 33 MOE that are centrally based.

## Title I: School-Based Roles

**Contact:** Jeanann Yates, Federal Programs Director

**Description:** Title I (PRC 050) funds can be used in schoolwide programs at Title I school sites to support student learning across the whole school. These funds must align with the school's Comprehensive Needs Assessment, School Improvement Plan, Intervention Matrix, and Transition Plan. A main priority is helping students who are below grade level by providing extra support to get them on track. Principals and school teams decide how to use the funds based on their school's needs, as long as they follow Title I, Part A rules. Title I funds must add to existing resources, not replace them.

**BCS Allotment Formula:** *Schools receive PRC 050 funds based on the number of directly certified students (those eligible for free or reduced meals) as of March 1 of the previous year. Funding is distributed per pupil in rank order. For 2024–25, the eligibility cutoff is 40% direct certification for elementary and middle schools, and 75% for high schools.*

*The following positions are eligible for funding through a Title I school budget:*

### Reading Specialist

Description: The Title I Lead Reading Specialist provides district-wide leadership and coordination for the Title I Reading Program, ensuring students meet North Carolina academic standards in reading. Reporting to the Director of Federal Programs, the specialist plans and administers the program, develops and communicates a district-wide reading philosophy and curriculum, recommends instructional materials, conducts in-service workshops, observes and supports classroom instruction, and assists teachers with students needing remedial help. The role also involves interpreting assessment data, supervising program components and record-keeping, and contributing to program evaluation and analytical reporting.

### Coach

The Title I Instructional Coach provides support and guidance to teachers within the Title I program to enhance instructional practices and improve student achievement in reading and other core subjects. Reporting to the Director of Federal Programs, the coach collaborates with teachers to implement effective instructional strategies, observes classroom teaching, provides feedback, models lessons, and assists with interventions for students needing additional support. The role also involves analyzing student data, recommending instructional resources, facilitating professional development, and supporting the implementation and evaluation of district-wide Title I initiatives.

Assistant

The Title I Instructional Assistant supports classroom instruction within the Title I program by working directly with students to strengthen their academic skills and achievement. Reporting to the classroom teacher and school administration, the assistant helps deliver small-group or one-on-one instruction, reinforces lessons introduced by the teacher, and provides additional practice and support for students needing intervention. The role also includes assisting with instructional materials, monitoring student progress, maintaining records as directed, and helping create a supportive learning environment that aligns with the goals of the Title I program.

Parent Liaison

The Parent School Coordinator/Liaison builds strong partnerships between families, schools, and the community to support student success. Reporting to the Principal, this role develops and implements strategies to increase parent involvement, organizes meetings, workshops, and events, and serves as a liaison between parents, school staff, and district-level support. The coordinator works with parents and school improvement teams to review or develop parent involvement policies and home-school compacts, connects families with community resources, and fosters a welcoming school environment. The position also supports communication and collaboration among parents, staff, and community organizations to enhance family engagement and student achievement.

Interventionist

The Title I Interventionist provides targeted academic support to students who need additional assistance in meeting grade-level standards. Reporting to the school administration, this role delivers small-group or one-on-one instruction, implements research-based intervention strategies, and collaborates with classroom teachers to align support with core instruction. The interventionist monitors student progress through assessments and data analysis, adjusts instruction as needed, and communicates student growth to teachers and families. The position plays a key role in helping close achievement gaps and supporting the overall goals of the Title I program.

## Title I Compliance Specialist

**Contact:** Jeanann Yates, Federal Programs Director

**Description:** The Title I Compliance Specialist ensures that all Title I program operations follow federal, state, and district regulations and guidelines. Reporting to the Director of Federal Programs, this role oversees documentation, monitors program activities, and prepares required reports to demonstrate compliance. The specialist provides guidance to schools on the proper use of Title I funds, assists with audits and reviews, and supports administrators and staff in understanding program requirements. By maintaining accurate records and ensuring accountability, the position helps safeguard resources and supports the effective implementation of Title I initiatives.

**Allotment Formula:** 1.0 FTE or 12 MOE based at central office.

## Title I Budget & Purchasing Specialists

**Contact:** Jeanann Yates, Federal Programs Director

**Description:** The Title I Budget & Purchasing Specialist manages the financial and procurement processes that support the effective use of Title I funds. Reporting to the Director of Federal Programs, this role develops and monitors budgets, tracks expenditures, and ensures purchases align with federal, state, and district guidelines. The specialist processes purchase orders, maintains accurate financial records, prepares reports, and provides support to schools in managing their Title I allocations. By ensuring fiscal accountability and timely purchasing, the position helps schools maximize resources to support student achievement and the goals of the Title I program.

**BCS Allotment Formula:** 2.0 FTE or 24 MOE based at central office.

# Human Resources

**Department Description**: The Human Resources department supports the district's mission by recruiting, hiring, developing, and retaining a high quality workforce dedicated to student success. The department manages all aspects of employee relations, including staffing, licensure, compensation, benefits, evaluations, and compliance with federal, state, and local employment laws. Human Resources also provides guidance to school and district leaders on personnel matters, supports professional growth and performance management, and ensures fair, consistent, and transparent employment practices that promote a safe, effective, and equitable work environment for all employees.

**BCS Department Allotment Formula**: The Human Resources department is allotted 12 MOE for every 2,100 students enrolled in BCS, rounded down to the nearest FTE. For the 2026-27 school year, the Human Resources department has been allotted 10.0 FTE (120 MOE) of centrally-based positions. The following pages describe the positions that make up the 120 MOE of employment.

## Director of Human Resources

**Contact**: Chip Cody, Assistant Superintendent

**Description**: The Director of Human Resources provides leadership and oversight for all personnel functions within the school district, ensuring that human resources policies, practices, and programs support the district's mission and comply with all federal and state employment laws. This role plans, organizes, and directs recruitment, hiring, retention, evaluation, and professional growth initiatives to maintain a highly qualified workforce, while overseeing employee benefits, performance management systems, and personnel records. The Director advises district leadership on complex employee relations matters, investigates and resolves personnel issues, recommends and interprets human resources policies, and manages matters such as grievances, unemployment claims, and compliance reviews. In collaboration with internal and external partners, the Director supports staffing decisions, compensation and budget planning, and organizational effectiveness, while supervising human resources staff and ensuring efficient, ethical, and consistent implementation of all personnel programs across the district.

**BCS Base Allotment Formula**: 1.0 FTE (12 MOE) centrally-based.

## Assistant Director of Human Resources

**Contact**: Brian Propst, Director of Human Resources

**Description**: The Assistant Director of Human Resources provides responsive, high-quality human resources leadership and guidance to schools and departments while ensuring efficient, compliant, and employee-centered HR operations. This role partners closely with school and district leaders to address recruitment and staffing, evaluation, absence management, and employee support needs; helps plan, coordinate, and improve HR systems, data, and processes; responds to and submits all state and federally-required reports; and serves as a district administrator for key platforms such as NCEES and Red Rover. The Assistant Director assists with substitute hiring and oversight, delivers training on HR-related systems, supports supervision and evaluation of HR staff, and communicates critical updates through districtwide HR communications. By fostering strong collaboration with internal partners, including Finance, and maintaining a customer service focus, this position promotes a positive employee experience, operational effectiveness, and continuous improvement across the district.

**BCS Base Allotment Formula**: 1.0 FTE (12 MOE) centrally-based.

## Employee Relations Manager

**Contact**: Brian Propst, Director of Human Resources

**Description**: The Employee Relations Manager supports a positive, productive, and compliant work environment by overseeing employee relations, leave administration, and disability programs across the district. This role serves as a key resource for employees and leaders by addressing concerns, managing sensitive and complex employee issues, supporting investigations and disciplinary processes, and ensuring the fair and consistent application of district policies and employment laws. The Employee Relations Manager mentors and manages the retirement process, administers leave, benefits, retirement, ADA accommodations, and disability programs; analyzes employee relations data to identify trends and proactive solutions; supports evaluation and onboarding processes; and generates required compliance reports. Through strong collaboration, confidentiality, and sound judgment, this position promotes employee engagement, legal compliance, and effective workforce management.

**BCS Base Allotment Formula**: 1.0 FTE (12 MOE) centrally-based.

## Licensure Specialist

**Contact**: Brian Propst, Director of Human Resources

**Description**: The Licensure Specialist supports the district's workforce by managing and maintaining employee licensure in compliance with North Carolina Department of Public Instruction requirements and district policies. This role monitors licensure status, renewal deadlines, and eligibility; provides guidance to employees and administrators on licensure pathways and requirements; and ensures accurate reporting to state systems. The Licensure Specialist collaborates with school administrators and state agencies to resolve licensure issues, supports hiring and assignment decisions by verifying credentials, maintains confidential records, and generates required compliance reports. Through attention to detail and timely communication, this position helps ensure that all licensed staff meet regulatory standards and are properly credentialed to serve students.

**BCS Base Allotment Formula**: 1.0 FTE (12 MOE) centrally-based.

## Medical Benefits & Retirement Specialist

**Contact**: Brian Propst, Director of Human Resources

**Description**: The Medical Benefits and Retirement Specialist administers the district's employee health, dental, vision, and retirement programs to ensure accurate, compliant, and timely delivery of benefits. This role supports employees throughout their employment lifecycle by providing benefits education, conducting new hire and open enrollment sessions, processing enrollments and changes, reconciling payroll deductions, and maintaining accurate records in HR and vendor systems. The Specialist assists employees with leave-related benefits, self pay arrangements, retirement planning, and application processes, while ensuring compliance with state and federal regulations. Through careful coordination with payroll, vendors, and retirement systems, this position helps employees understand their benefits, plan for retirement, and maintain uninterrupted coverage.

**BCS Base Allotment Formula**: 1.0 FTE (12 MOE) centrally-based.

## Employment/HRIS Coordinator

**Contact**: Brian Propst, Director of Human Resources

**Description**: The Employment and HRIS Coordinator supports district wide hiring and employment operations by managing applicant processing, onboarding workflows, background checks, and credential verification while maintaining accurate employee records across multiple human resources systems. This role serves as a primary administrator for HR technology platforms, ensuring data integrity, supporting system updates, generating reports, and providing technical assistance to school and district staff. The Coordinator posts job vacancies, assists schools with employment procedures, and ensures compliance with district policies and regulatory requirements before employees begin work. Through training, troubleshooting, and responsive customer service, this position supports applicants, employees, and administrators while strengthening efficient and compliant human resources operations across the district.

**BCS Base Allotment Formula**: 1.0 FTE (12 MOE) centrally-based.

## Supplemental Benefits & Retirement Specialist

**Contact**: Brian Propst, Director of Human Resources

**Description**: The Supplemental Benefits and Retirement Specialist administers the district's voluntary benefit programs and supports employees with retirement planning and related processes. This role provides guidance on supplemental insurance options, assists employees with enrollments, changes, and questions, and ensures accurate processing and recordkeeping in HR and payroll systems. The Specialist supports employees as they prepare for retirement by explaining available options, assisting with required documentation, and coordinating with state retirement systems and vendors. By ensuring compliance with applicable regulations and maintaining clear communication, this position helps employees make informed benefits decisions while supporting efficient and reliable human resources operations.

**BCS Base Allotment Formula**: 1.0 FTE (12 MOE) centrally-based.

## HR Specialist

**Contact**: Brian Propst, Director of Human Resources

**Description**: The Human Resources Specialist provides essential administrative and operational support to the district's human resources department by serving as a primary point of contact for employees, applicants, and visitors. This role manages front desk reception and departmental communications, coordinates meeting schedules and calendars, and issues and maintains employee identification badges. The Specialist supports unemployment claims and employment/income verifications, assists with substitute services, and ensures accurate documentation and timely responses to internal and external requests. Through strong organization, attention to detail, and customer service, this position helps maintain efficient HR operations and positive service experiences across the district.

**BCS Base Allotment Formula**: 2.0 FTE (24 MOE) centrally-based. 1.5 FTE is employed year-round. 0.5 FTE is employed over the summer months.

## Leave/Workers Comp Specialist

**Contact**: Brian Propst, Director of Human Resources

**Description**: The Leave/Workers' Compensation Specialist administers and supports the district's employee leave and workplace injury programs to ensure compliance with federal, state, and district requirements. This role certifies and tracks employee eligibility for leave programs such as FMLA, shared leave, and non-medical leaves; manages workers' compensation claims and incident reports; supports investigations related to workplace accidents; and monitors OSHA compliance and required reporting. The Specialist serves as a resource to schools and departments by providing guidance, maintaining accurate records, generating compliance reports, and escalating cases as needed, while ensuring confidentiality and timely communication to support employee well-being and organizational risk management.

**BCS Base Allotment Formula**: 1.0 FTE (12 MOE) centrally-based.

# Maintenance & Facilities

**Department Description**: *The Maintenance and Facilities Department is responsible for planning, designing, constructing, operating, and maintaining all district schools and support buildings to ensure they are safe, functional, and well-maintained learning and working environments for students and staff. The department oversees building maintenance, custodial services, groundskeeping, and facility systems while also managing facility improvements, renovations, and new construction projects. In its design and construction management role, the department collaborates with district leadership, school administrators, architects, engineers, and contractors to develop facility solutions that align with instructional needs, safety standards, regulatory requirements, budget constraints, and long-term asset sustainability.*

*Staff work proactively to conduct preventative maintenance, perform repairs, and manage building systems to extend the life of district assets, improve reliability and efficiency, and reduce costly emergency failures. Through effective project planning, construction oversight, and ongoing maintenance, the department ensures that facilities consistently support student learning, staff effectiveness, and safe daily operations. By delivering clean, secure, efficient, and well-designed facilities, the Maintenance and Facilities Department provides the physical foundation necessary for student success and staff support.*

## Automotive Mechanic

**Contact:** Clark Wyatt, Director of Maintenance & Facilities

**Description:** The Automotive Mechanic performs skilled maintenance and repair on the district's fleet of vehicles and other automotive equipment. Key responsibilities include conducting annual state vehicle inspections, performing routine preventive maintenance, diagnosing and repairing mechanical, electrical, and hydraulic issues, responding to vehicle breakdowns, and procuring necessary parts and supplies. The role requires maintaining accurate maintenance records, coordinating repairs and service schedules, and working with both in-house and external vendors to ensure vehicles and equipment remain safe, reliable, and operational.

**BCS Base Allotment Formula:** The allotment for Automotive Mechanic is as follows:

| Automotive Mechanics | |
|---|---|
| **FTE** | **Maintained Equipment** |
| 1 | 80-90 |

**Current Allotment:** There is 3.0 FTE (36 MOE) of allotted Maintenance Automotive Mechanics.

## Assistant Director of Maintenance

**Contact:** Clark Wyatt, Director of Maintenance & Facilities

**Description:** The Assistant Director of Maintenance oversees the daily operations of the maintenance department, supervising trades and managerial staff including electrical, plumbing, painting, and HVAC personnel. The role provides technical support, ensures safe operation of school facilities, participates in new construction and facility rehabilitation projects, and supports the district's energy conservation efforts. Responsibilities include workforce direction, project coordination, preventive maintenance planning, equipment selection, code compliance verification, and acting as the maintenance director in their absence. The position requires expertise in maintenance trade crafts, management principles, energy systems, and regulatory standards, along with strong leadership, communication, analytical, and problem-solving skills to maintain efficient, safe, and compliant school facilities.

**BCS Base Allotment Formula:** There is 1.0 FTE (12 MOE) Assistant Director of Maintenance allotted for the entire district.

## Facilities

**Contact:** Clark Wyatt, Director of Maintenance & Facilities

**Description:** The Assistant Director of Facilities aids in the development of the district vision through long term planning. In this role, they help ensure that design, construction, and utilization of the buildings, grounds, and systems are safe, functional, and efficient. They collaborate with the Assistant Director of Maintenance on departmental planning, staff supervision, and policy implementation. The position provides project oversight to assure high quality, easily maintainable schools through guidance and direction to project managers, contractors, architects, school administrators and other districtwide departments. The role also helps guide a districtwide vision for capital planning, project prioritization, safety initiatives, and facility operational performance tracking. By supporting both high-level planning and daily execution, the Assistant Director of Facilities helps maintain facility performance and responsible stewardship of district assets.

**BCS Base Allotment Formula:** There is 3.0 FTE (36 MOE) Facilities employees allotted for the entire district.

| Facilities | |
|---|---|
| **FTE** | **Square Footage** |
| 1 | 1,500,000-1,750,000 |

## Business Equipment Technician

**Contact:** Clark Wyatt, Director of Maintenance & Facilities

**Description:** The **Business Equipment Technician** supports district operations by maintaining and servicing essential business and instructional equipment, including printers, copiers, plotters, 3D printers, scanners, shredders, fax machines, and laminators. This role involves diagnosing mechanical and functional issues, performing routine maintenance, replacing parts and consumables, and coordinating repairs with vendors when needed. In addition, the technician maintains accurate records of all technology-related equipment assigned to the maintenance department, including printers, scanners, copiers, and technician laptops, ensuring up-to-date knowledge of their location and assigned users.

**BCS Base Allotment Formula:** The allotment for Business Equipment Technician is as follows:

| Business Equipment Technician | |
|---|---|
| **FTE** | **Maintained Equipment** |
| 1 | 500-750 |

**Current Allotment:** There is 2.0 FTE (24 MOE) of allotted Business Equipment Technicians.

## Carpenter

**Contact:** Clark Wyatt, Director of Maintenance & Facilities

**Description:** The Carpenter is essential to maintaining and enhancing the district's buildings, performing skilled construction, repair, and maintenance work that spans every part of a facility—from the floors to the roof. Responsibilities include constructing, installing, and repairing walls, doors, windows, furniture, cabinetry, and other wood or composite components; interpreting blueprints and specifications; and expertly operating a variety of hand and power tools. Carpenters also address critical structural and roofing repairs, support preventative maintenance, coordinate with other trades on complex projects, and ensure all work meets building codes and district standards. Through their versatility and expertise, Carpenters help sustain safe, durable, and high-quality learning environments for students and staff.

**BCS Base Allotment Formula:** The allotment for Carpenters is as follows:

| Carpenter | |
|---|---|
| **FTE** | **Square Footage** |
| 1 | 750,000-800,000 |

**Current Allotment:** There is 7.0 FTE (84 MOE) of allotted Carpenters.

## Courier/Custodial Equipment Repair Technician

**Contact:** Clark Wyatt, Director of Maintenance & Facilities

**Description:** The Courier provides timely and reliable delivery services between the central office and schools by completing daily scheduled routes using a district van. Responsibilities include loading and unloading materials such as books, mail bags, and audio/video or data processing equipment; collecting signed receipts; and sorting incoming items at the central office. The role also assists the textbook coordinator with processing and distributing new textbooks and supports the media center by maintaining the courier van, making minor equipment adjustments at school sites, and picking up needed items from local vendors.

**Description:** The Custodial Equipment Repair Technician is responsible for diagnosing, troubleshooting, and repairing all custodial equipment to ensure safe and efficient operations. Performs routine preventative maintenance, including battery monitoring and upkeep. Coordinates with the Custodial Supervisor to determine when external repairs are required. Handles delivery, setup, and installation of new custodial equipment

**BCS Base Allotment Formula:** The allotment for Couriers/Custodial Equipment Repair Technician is as follows:

| Courier | |
|---|---|
| **FTE** | **Sites** |
| .5 | 45 |

**Current Allotment:** There is 0.5 FTE (6 MOE) of allotted Couriers.

| Custodial Equipment Repair | |
|---|---|
| **FTE** | **Maintained Equipment** |
| .5 | 1800-1850 |

**Current Allotment:** There is 0.5 FTE (6 MOE) of allotted Custodial Equipment Repair Technicians.

## Custodian

**Contact:** Clark Wyatt, Director of Maintenance & Facilities

**Description:** Provide a clean and safe environment for students and staff which is conducive to learning. Provide total cleaning of facilities inside the building. Groundskeepers maintain the landscaping of a site.

**BCS Base Allotment Formula:** The allotment for Custodians is as follows:

Average of:

- One 12-month Custodian per 13 teachers
- One 12-month Custodian per 325 students
- One 12-month Custodian per 26,500 square feet
- One 12-month Custodian per 13 classrooms

Plus supplements for:

- Outside of School Hours Use
- Less than 450 ADM Supplement

**Current Allotment:** There is 186.9 FTE (1,869 MOE) of allotted Custodians.

## Electrician

**Contact:** Clark Wyatt, Director of Maintenance & Facilities

**Description:** The Electrician performs skilled electrical work across all district facilities, including upgrading electrical services, installing and repairing lighting, wiring, equipment, and complex electrical systems, and maintaining backup power sources such as emergency lights and generators to ensure uninterrupted operations. This role involves diagnosing electrical issues, replacing components, rebuilding motors, servicing specialized equipment like kitchen appliances and fire alarm systems, and monitoring contractor installations for quality and compliance. The Electrician determines and procures necessary materials, maintains accurate records of time and materials, and efficiently uses the district work order system, all while performing work safely and minimizing disruption to school activities. Additional responsibilities include carrying out related tasks to support the ongoing needs of the maintenance department, ensuring a safe, functional, and well-maintained environment for students and staff.

**BCS Base Allotment Formula:** The allotment for Electricians is as follows:

| Electrician | |
|---|---|
| **FTE** | **Square Footage** |
| 1 | 650,000-700,000 |

**Current Allotment:** There is 8.0 FTE (96 MOE) of allotted Electricians.

## Energy Manager

**Contact:** Clark Wyatt, Director of Maintenance & Facilities

**Description:** The Energy Manager is responsible for overseeing the district's utility accounts, with a strong focus on energy conservation, sustainability, and compliance with efficiency standards. This role involves monitoring energy usage, identifying opportunities to reduce costs, implementing conservation initiatives, and ensuring that operations meet environmental and regulatory requirements. The Energy Manager works collaboratively across departments to promote responsible energy practices and supports long-term strategies that minimize environmental impact while optimizing operational efficiency.

| Energy Manager | |
|---|---|
| **FTE** | **Managed Accounts** |
| 1 | 411 |

**BCS Base Allotment Formula:** There is 1.0 FTE (12 MOE) of allotted Energy Managers.

## Capital Project Manager

**Contact:** Clark Wyatt, Director of Maintenance & Facilities

**Description:** The Project Manager plans, coordinates, and executes maintenance and capital improvement projects of all sizes, from small departmental needs to large-scale initiatives. This role manages timelines, budgets, contractors, and procurement, while serving as a key liaison with district stakeholders to ensure projects are completed efficiently, on schedule, and within budget. In addition, the Project Manager provides guidance and support to operations managers and supervisory staff on bidding, construction, and project implementation, helping drive high-quality outcomes that strengthen district facilities and operations.

| Project Manager | |
|---|---|
| **FTE** | **Budget Managed** |
| 1 | $65,000,000-$75,000,000 |

**BCS Base Allotment Formula:** There is 4.0 FTE (48 MOE) of allotted Project Managers.

## Maintenance Operations Manager

**Contact:** Clark Wyatt, Director of Maintenance & Facilities

**Description:** The Operations Manager provides strategic leadership for all maintenance operations across district schools, ensuring smooth, efficient, and reliable day-to-day operations. This role directs and supervises maintenance staff, manages work order systems, preventive maintenance programs, safety protocols, and regulatory compliance, while overseeing departmental logistics, resource allocation, and the development and enforcement of standardized procedures to drive operational efficiency and staff accountability. In addition to daily operations, the Operations Manager plays a key role in planning, coordinating, and managing a range of capital improvement projects, collaborating closely with the Director, Assistant Directors, and Project Management teams to ensure projects are delivered on time, within budget, and to high-quality standards. By fostering a culture of excellence, safety, and continuous improvement, the Operations Manager ensures that facilities and systems are fully optimized to support the district's mission, providing safe, functional, and high-performing learning environments for students and staff.

| Operations Manager | |
|---|---|
| **FTE** | **Budget Managed** |
| 1 | $65,000,000-$75,000000 |

**BCS Base Allotment Formula:** There is 4.0 FTE (48 MOE) of allotted Operations Managers.

## Health & Safety

**Contact:** Clark Wyatt, Director of Maintenance & Facilities

**Description:** The Health & Safety Department is responsible for developing and implementing safety and wellness programs for the Maintenance and Custodial departments, ensuring compliance with federal, state, and local regulations. This includes identifying and correcting workplace hazards through inspections and regulatory reviews, managing contractors within the department's scope, leading safety training for new and existing employees, and maintaining accurate records of inspections, incidents, and corrective actions. The department oversees all Health & Safety-related equipment, monitors air quality and organic growth, manages pest control programs, and leads the Emergency Response Team. By analyzing safety concerns, creating action plans, and providing guidance and support to staff, the Health & Safety Department ensures a safe, healthy, and compliant work environment for all employees.

**BCS Base Allotment Formula:** The allotment for Health and Safety Assistant is as follows:

| Health and Safety Employees | |
|---|---|
| **FTE** | **Sites** |
| 1 | 15-20 |

**Current Allotment:** There is 2.0 FTE (24 MOE) of allotted Health & Safety Assistants.

## Groundskeeper

**Contact:** Clark Wyatt, Director of Maintenance & Facilities

**Description:** The Groundskeeper plays a vital role in keeping district outdoor spaces safe, functional, and welcoming for students, staff, and the community. Responsibilities include maintaining lawns, trees, shrubs, turf, and irrigation systems through mowing, trimming, fertilizing, debris removal, and pressure washing. The role also includes dedicated care of playgrounds, including maintaining equipment and surfacing to ensure safety and usability. Additional duties involve supporting event setup, performing routine and preventative maintenance, handling minor repairs, painting, and cleaning of related facilities and equipment, and assisting with snow or disaster cleanup. Safe operation of all groundskeeping equipment and strict adherence to safety procedures are essential, ensuring that every outdoor space reflects the district's commitment to quality, safety, and a positive learning environment.

**BCS Base Allotment Formula:** The allotment for Groundskeepers is as follows:

| Groundskeepers | |
|---|---|
| **FTE** | **Acres of Improved Space** |
| 1 | 60-70 |

**Current Allotment:** There is 21.0 FTE (252 MOE) of allotted Groundskeepers.

## HVAC Mechanic

**Contact:** Clark Wyatt, Director of Maintenance & Facilities

**Description:** The HVAC Mechanic installs, maintains, and repairs heating, ventilation, air conditioning, and refrigeration (HVACR) systems across district facilities, including energy management systems. Key duties include monitoring system performance, diagnosing and repairing equipment malfunctions, installing new energy management systems, updating and programming control computers, and coordinating projects with contractors and inspectors. The role requires hands-on work with HVACR equipment and tools, troubleshooting both mechanical and electrical components, and ensuring systems operate efficiently and safely. Additional responsibilities include performing preventative maintenance, supporting departmental needs, and maintaining vehicles and equipment while adhering to safety protocols.

**BCS Base Allotment Formula:** The allotment for HVAC Mechanics is as follows:

| HVAC Mechanic | |
|---|---|
| **FTE** | **Square Footage** |
| 1 | 375,000-400,000 |

**Current Allotment:** There are 12.0 FTE (144 MOE) of allotted HVAC Mechanics.

## Locksmith

**Contact:** Clark Wyatt, Director of Maintenance & Facilities

**Description:** The Locksmith supports the safety, security, and operational continuity of district facilities by managing all aspects of physical access control, including the installation, repair, and maintenance of locks and hardware for filing cabinets, restroom doors, register drawers, freezer and cooler units, door closures, panic devices, key systems, and electronic access components, as well as door preparation for vision kits and louvers. This role ensures buildings remain secure, functional, and compliant with safety standards by overseeing key and core inventory, maintaining accurate keying records and master key systems, and responding to routine and emergency service requests related to doors and locking mechanisms. Additionally, the Locksmith supports security best practices by coordinating re-keying efforts, advising on appropriate hardware solutions, and ensuring reliable access for authorized staff while preventing unauthorized entry across district operations..

**BCS Base Allotment Formula:** The allotment for Locksmiths is as follows:

| Locksmith | |
|---|---|
| **FTE** | **Doors/Locks Maintained** |
| 1 | 6,000-7,500 |

**Current Allotment:** There are 2.0 FTE (24 MOE) of allotted Locksmiths.

## Office Staff

**Contact:** Clark Wyatt, Director of Maintenance & Facilities

**Description:** The Office Staff  serve as the central administrative and operational hub of the maintenance department, providing essential support to leadership and ensuring alignment across a variety of specialized roles, including assistants, analysts, finance and payroll specialists, and systems coordinators. Coordinators manage critical scheduling, correspondence, documentation, and records, while facilitating smooth communication both within the department and with external partners. They step in to oversee projects, maintain continuity, and support leadership in day-to-day operations, ensuring processes run efficiently and consistently. Many coordinators play a vital role in the district's financial and operational health, including budget monitoring, financial analysis, transaction processing, payroll management, and compliance with policies and regulations, while maintaining accurate records and preparing reports that guide informed decision-making. In addition, specific coordinators are responsible for building, maintaining, and optimizing the district's computerized maintenance software platform, ensuring accurate tracking of work orders, preventive maintenance, and other critical operational data. By combining administrative expertise, operational oversight, financial stewardship, and targeted systems management, this team of coordinators forms the backbone of the department, enabling leadership to focus on strategic priorities while ensuring resources, projects, and processes are managed effectively across the district.

**BCS Base Allotment Formula:** The allotment for Maintenance Coordinators is as follows:

| Office Staff | |
|---|---|
| **FTE** | **Budget Managed** |
| 1 | $60,000,000-$80,000,000 |

**BCS Allotment Formula:** There are 6.0 FTE (72 MOE) of allotted Office Staff

## Custodial Coordinator

**Contact:** Clark Wyatt, Director of Maintenance & Facilities

**Description:** Custodian Coordinators oversee and guide custodial operations across all district facilities, serving as the primary link between school-based custodial teams and departmental leadership. They are responsible for staffing coordination, onboarding and training new custodial staff, monitoring performance to ensure quality and consistency, and implementing departmental programs and best practices. Additionally, they manage school custodial inventories, ensuring proper supplies and equipment are available and maintained. Custodian Coordinators also foster effective communication across teams, address operational challenges, and support continuous improvement in custodial services district-wide.

**BCS Base Allotment Formula:** The allotment for Custodial Coordinators is as follows:

| Health and Safety Employees | |
|---|---|
| **FTE** | **Sites** |
| 1 | 10-15 |

**Current Allotment:** There is 4.0 FTE (48 MOE) of actively staffed Custodial Coordinators

## Maintenance & Facilities Director

**Contact:** Chip Cody, Assistant Superintendent

**Description:** The Maintenance & Facilities Director oversees the planning, maintenance, operational readiness, and long-term stewardship of all school facilities, ensuring that buildings, mechanical systems, and equipment are safe, functional, compliant, and fully available to support educational programs. Responsibilities include supervising maintenance staff; managing preventive, routine, and emergency maintenance programs; assigning work priorities; overseeing inventories and approving purchase orders; estimating project costs; and coordinating work with architects, contractors, school leaders, and external agencies. The Maintenance Director also plays a key role in budget development and financial management, including preparing and administering the annual maintenance budget, monitoring expenditures, supporting capital planning, and providing cost projections for maintenance and construction projects. The position requires the ability to prepare, present, and request approval for facility plans, contracts, and funding actions from the Board of Education, while ensuring that all activities comply with applicable safety, fire, electrical, environmental, procurement, and regulatory standards. This role demands strong leadership, an understanding of public-sector and governmental processes, technical expertise in building systems, effective administrative skills, and the ability to respond to critical facility needs on a 24-hour basis.

**BCS Base Allotment Formula:** There is 1.0 FTE (12 MOE) Maintenance Director allotted for the entire district.

## Maintenance Warehouse Employee

**Contact:** Clark Wyatt, Director of Maintenance & Facilities

**Description:** The Warehouse Employee manages the receiving, storage, and distribution of all district supplies, ensuring instructional and custodial materials reach schools and maintenance inventory is stocked to support repairs and projects. This role submits purchase order requisitions, places orders, follows up on deliveries, oversees inventory control, surplus removal, and asset management. The role also involves maintaining delivery vehicles and forklifts, following safety procedures, and coordinating daily warehouse and delivery activities to support efficient district operations. By keeping supplies organized, accessible, and efficiently delivered, the Warehouse Employee is essential to the smooth operation of the district..

**BCS Base Allotment Formula:** The allotment for Maintenance Warehouse Employees is as follows:

| Maintenance Warehouse Employees | |
|---|---|
| **FTE** | **Square Footage** |
| 1 | 900,000-1,100,000 |

**Current Allotment:** There is 5.0 FTE (60 MOE) of allotted Maintenance Warehouse Employees.

## Painter

**Contact:** Clark Wyatt, Director of Maintenance & Facilities

**Description:** The Painter supports district maintenance by preparing surfaces, applying paint and finishes, and maintaining painting tools and equipment. Key responsibilities include assembling necessary materials and tools, completing interior and exterior site preparation such as patching, sanding, masking, and setting up ladders or scaffolding, and applying paint, stain, varnish, or enamel to buildings, facilities, furnishings, and athletic areas. The role also involves cleaning work areas after projects, making minor repairs to tools and equipment, selecting appropriate paints and application methods, and ensuring all work areas are left safe and orderly.

**BCS Base Allotment Formula:** The allotment for Painters is as follows:

| Painter | |
|---|---|
| **FTE** | **Square Footage** |
| 1 | 500,000-600,000 |

**Current Allotment:** There is 9.0 FTE (108 MOE) of allotted Painters.

## Plumber

**Contact:** Clark Wyatt, Director of Maintenance & Facilities

**Description:** The Plumber installs, maintains, and repairs water, sewer, and waste disposal systems throughout the district, performing both routine and major plumbing tasks. This includes repairing or replacing fixtures such as valves, sinks, fountains, water heaters, and dishwashers; maintaining drains, sewers, and underground water lines; and laying out and installing new plumbing lines. The role also involves repairing and installing components of steam heating systems, including boilers, steam mains, valves, traps, and auxiliary equipment. Additional responsibilities include troubleshooting leaks, clearing blockages, maintaining circulating pumps and athletic field sprinkler systems, and maintaining accurate records of completed work.

**BCS Base Allotment Formula:** The allotment for Plumbers is as follows:

| Plumber | |
|---|---|
| **FTE** | **Square Footage** |
| 1 | 600,000-700,000 |

**Current Allotment:** There is 7.0 FTE (84 MOE) allotted Plumbers.

## Welder

**Contact:** Clark Wyatt, Director of Maintenance & Facilities

**Description:** The Welder performs skilled welding work to join, fabricate, and repair metal components for various trades across the district, using appropriate techniques and welding equipment with limited supervision. The role involves reviewing work orders, determining job scope, referencing equipment drawings, and completing welding tasks both on-site and in the maintenance shop. The position ensures safety by securing work areas, inspecting welds, and maintaining clean job sites, while also coordinating needed materials with the supervisor. Additional duties include assisting with plumbing and HVAC repairs, documenting work through maintenance software, and completing other assignments that support departmental needs.

**BCS Base Allotment Formula:** The allotment for Welders is as follows:

| Welder | |
|---|---|
| **FTE** | **Square Footage** |
| 1 | 4,500,000-5,000,000 |

**Current Allotment:** There is 1.0 FTE (12 MOE) of actively staffed Welders.

# School Administration

**Position Grouping Description:** *The School Administration position grouping encompasses roles responsible for providing leadership, oversight, and strategic direction at the school level, ensuring that all students have access to high-quality instruction and a safe, supportive learning environment. This category includes School Principals and Assistant Principals, who manage daily operations, supervise staff, implement district policies, and drive instructional and operational goals. Individuals in these positions coordinate academic programs, oversee school budgets and resources, foster positive school culture, and collaborate with teachers, families, and community stakeholders to promote student achievement and continuous improvement across all areas of the school.*

## Assistant Principals

**Contact:** Dr. Rob Jackson, Superintendent

**Description:** The Assistant Principal supports the school's Principal in developing and implementing school policies, programs, curricula, activities, and budgets to foster student learning and staff development. The position can include key responsibilities such as overseeing school operations, supporting scheduling and transportation logistics, helping set and assess instructional and extracurricular goals, analyzing student performance data, cultivating a collaborative and professional school culture, supervising personnel, and ensuring compliance with district, state, and federal regulations. This position may be 10, 11, or 12 months of employment.

**BCS Base Allotment Formula:** The base allotment of Assistant Principals is determined by grade level and ADM:

### Elementary School

| Elementary + Primary Schools Base Allotment | | |
|---|---|---|
| ADM Range | | Months of Employment |
| 0 | 350 | 0 |
| 351 | 450 | 5 |
| 451 | 650 | 11 |
| 651 | 850 | 16 |

### Intermediate School

| Intermediate Schools Base Allotment | | |
|---|---|---|
| ADM Range | | Months of Employment |
| 0 | 500 | 11 |
| 501 | 700 | 16 |

### Middle School

| Middle Schools Base Allotment | | |
|---|---|---|
| ADM Range | | Months of Employment |
| 0 | 550 | 16 |
| 551 | 750 | 21 |

High School

| High Schools Base Allotment | | |
|---|---|---|
| ADM Range | | Months of Employment |
| 501 | 1100 | 33 |
| 1101 | 1600 | 44 |

Supplemental Allotments:

- In addition to the base allotment, supplemental allotments may be given to schools if budget allows.
- Supplemental months of employment are distributed based on data such as students per admin, evaluated staff per admin, disciple incidents, special programs and academic achievement/growth.

## Principals

**Contact:** Dr. Rob Jackson, Superintendent

**Description:** The Principal serves as the instructional and operational leader of the school, responsible for fostering a safe, inclusive, and high-achieving learning environment. The position can include key responsibilities such as guiding instructional practices, supporting scheduling and transportation logistics, developing and assessing school-wide goals, using data to drive continuous improvement, supervising all school staff, managing daily operations, and building strong relationships with students, families, and the community. This is a 12-month position.

**BCS Base Allotment Formula:** All 45 BCS school sites have a 12-month Principal.

# School Nutrition

**Department Description**: The BCS School Nutrition Department is responsible for planning, preparing, and serving nutritious meals and snacks to students across all grade levels, ensuring they meet federal and state dietary guidelines. They manage meal programs, including breakfast, lunch, and sometimes after-school or summer meals, while accommodating dietary restrictions and allergies. The department oversees food procurement, inventory, and safety, maintaining sanitary kitchens and adhering to strict health regulations. Beyond meal service, they often engage in nutrition education, promote healthy eating habits, and collaborate with staff and families to support student wellness and academic success.

**Budgetary Note:** School Nutrition is an enterprise service that operates within its own budget, which is accounted for in Fund 5.

# Central Office

## School Nutrition Director

**Contact:** Chip Cody, Assistant Superintendent

**Description:** The Director of Child Nutrition provides executive leadership and oversight for all aspects of the district's Child Nutrition Program, ensuring the delivery of safe, nutritious, and appealing meals that support student health, learning, and well-being. This role is responsible for strategic planning, financial management, procurement, food production, nutrition and menu planning, personnel management, and program accountability, while ensuring full compliance with federal, state, and local regulations. The Director establishes standards for customer service, food safety, sanitation, employee safety, and environmental responsibility; leads staff development and performance management; and integrates technology and data systems to improve efficiency and effectiveness. In partnership with district leadership, schools, families, and the community, the Director promotes program integrity, participation, and continuous improvement while aligning the Child Nutrition Program with the educational mission and goals of the school district.

**BCS Base Allotment Formula:** There is 1.0 FTE or 12 MOE of a School Nutrition Director that is centrally based.

## Assistant Director

**Contact:** Katy Wyatt, Director of School Nutrition

**Description:** The Assistant Director provides leadership and operational oversight for School Nutrition Services while supporting the Director in ensuring the effectiveness, compliance, and sustainability of the program. This role oversees school and office-based staff, guides personnel selection, training, and performance management, and develops and implements processes that ensure compliance with local, state, and federal regulations related to food safety, nutrition standards, financial management, and use of USDA commodities. The Assistant Director monitors and improves cafeteria operations through site visits, data analysis, and audit reviews; applies financial metrics to manage labor, food, and supply costs; and leads continuous improvement initiatives focused on customer service, efficiency, and quality. Additionally, the position directs staff training and certification programs, oversees policies and procedures, supports marketing and community outreach efforts, and collaborates with schools, families, vendors, and external agencies to deliver safe, nutritious, and high-quality meals to students.

**BCS Base Allotment Formula:** There is 1.0 FTE or 12 MOE of an Assistant Director that is centrally based.

## Assistant to the Director

**Contact:** Katy Wyatt, Director of School Nutrition

**Description:** The Assistant to the Director provides comprehensive administrative, operational, and programmatic support to the School Nutrition Director to ensure the effective day-to-day management of the department. This role supports personnel administration, payroll coordination, purchasing and procurement compliance, equipment maintenance and disposition, fleet coordination, and budget monitoring, while ensuring adherence to federal, state, and local school nutrition regulations. The Assistant to the Director coordinates manager communications, meetings, training, calendars, and documentation; maintains employee, bid, and departmental records; supports emergency preparedness, food recalls, and workers' compensation processes; and assists with technology, facilities, and warehouse coordination. Through data analysis, reporting, and hands-on support to school nutrition managers, this position helps maintain operational continuity, regulatory compliance, and efficient service delivery across the department.

**BCS Base Allotment Formula:** There is 1.0 FTE or 12 MOE of an Assistant to the Director that is centrally based.

## Bookkeeper/Operations Specialist

**Contact:** Katy Wyatt, Director of School Nutrition

**Description:** The Bookkeeper/Operations Specialist supports the efficient operation of the School Nutrition Department by managing bookkeeping functions, operational processes, and front-office coordination while ensuring compliance with state and federal requirements. This role oversees the Free and Reduced Meal Application process, including direct certification and verification, maintains confidential records for audit purposes, supervises temporary data entry staff, and communicates with families regarding eligibility and benefits. The position also processes maintenance and non-inventoried purchase orders, manages departmental assets and inventory, supports student data integration and messaging systems, and serves as the department receptionist and primary point of contact. Through accurate recordkeeping, regulatory compliance, and responsive customer service, the Bookkeeper/Operations Specialist helps ensure smooth daily operations and equitable access to school nutrition services.

**BCS Base Allotment Formula:** There is 1.0 FTE or 12 MOE of a Bookkeeper/Operations Specialist that is centrally based.

## Coordinator/Finance Specialist

**Contact:** Katy Wyatt, Director of School Nutrition

**Description:** The Coordinator/Finance Specialist supports the School Nutrition program by managing financial systems, budgets, and reporting to ensure compliance with federal, state, and district requirements. This role develops and monitors cafeteria-level budgets, prepares profit and loss statements, analyzes participation and cost data, and submits accurate reimbursement claims to DPI and USDA. The Coordinator/Finance Specialist provides training and guidance to School Nutrition managers on cost controls, accounting procedures, and regulatory compliance; oversees procurement and audit processes; and supports data collection, analysis, and reporting for internal leadership and external agencies. Through financial oversight, program evaluation, and collaboration with managers and district partners, this position helps ensure the efficient, compliant, and sustainable operation of the School Nutrition program.

**BCS Base Allotment Formula:** There is 1.0 FTE or 12 MOE of a Coordinator/Finance Specialist that is centrally based.

## Warehouse/Delivery Employee

**Contact:** Katy Wyatt, Director of School Nutrition

**Description:** Warehouse/Delivery Employees are responsible for the receiving, storage, inventory, and delivery of school food commodities as well as instructional and custodial supplies to district schools, ensuring accuracy and compliance with USDA and district policies. They unload, check, and store shipments in appropriate areas, prepare and deliver orders to schools, verify invoices, and conduct semiannual inventories while investigating and reporting discrepancies. These employees also monitor warehouse conditions, perform minor maintenance on delivery trucks and forklifts, and oversee safe handling of materials, including hazardous items. The role requires coordination of daily delivery schedules, operation of trucks, forklifts, and other equipment, attention to detail in recordkeeping, and physical stamina for lifting and sustained manual tasks. Contacts are made with school staff and vendors, and employees are expected to follow safety protocols while maintaining efficiency in a fast-paced warehouse and delivery environment.

**BCS Base Allotment Formula:** There is 2.0 FTE or 24 MOE of Warehouse/Delivery Employees that are centrally located.

## Supervisor

**Contact:** Katy Wyatt, Director of School Nutrition

**Description:** Supervisors oversee the operations of the school nutrition program, managing a group of school cafeterias and supervising School Nutrition Managers to ensure efficient, safe, and compliant food service. They are responsible for completing audits, implementing procurement actions, maintaining financial systems, and leading staff development, while promoting high standards in sanitation, safety, and nutrition. Supervisors monitor food production, evaluate quality and serving procedures, manage equipment and vendor contracts, and communicate program information to school staff, parents, and the community. They apply extensive knowledge of food service operations, regulations, financial management, and leadership principles, using analytical, administrative, planning, and communication skills to solve problems, support staff, and ensure the program operates effectively within local, state, and federal guidelines.

**BCS Base Allotment Formula:** There is 3.0 FTE or 36 MOE of Supervisors that are centrally located.

## Field Manager

**Contact:** Katy Wyatt, Director of School Nutrition

**Description:** Field Managers support the school nutrition program by overseeing cafeteria operations, ensuring compliance with federal, state, and district regulations, and providing guidance to cafeteria managers and staff. They conduct daily visits to school sites to monitor food preparation, portion sizes, serving procedures, and adherence to recipes, while assisting with training, scheduling, and workflow management. Field Managers prepare and review records, reports, and production documentation, help implement accounting procedures, and evaluate menu programs and nutritional standards. They communicate program expectations, resolve issues with staff, students, and parents, and participate in meetings, workshops, and professional development to support program effectiveness, safety, sanitation, and operational efficiency across the district's cafeterias.

**BCS Base Allotment Formula:** There is 2.0 FTE or 24 MOE of Supervisors that are centrally located.

## Inventory Specialist

**Contact:** Katy Wyatt, Director of School Nutrition

**Description:** The Inventory Specialist manages purchasing, inventory control, and warehouse operations for the School Nutrition Department to ensure accurate ordering, cost control, and compliance with state and federal regulations. This role oversees the procurement, receiving, storage, and distribution of food, supplies, and commodities; maintains inventory and ordering systems; processes and verifies invoices; monitors bid pricing and expenditures; and conducts regular inventories across schools and the district warehouse. The Inventory Specialist also coordinates HACCP compliance, manages product recalls, supports cafeteria managers and vendors, and ensures inventory records and financial transactions are accurate, timely, and aligned with USDA, DPI, and district requirements to support efficient and compliant nutrition operations.

**BCS Base Allotment Formula:** There is 1.0 FTE or 12 MOE of Inventory Specialists that are centrally located.

# School-Based

## Managers and Assistants

**Contact:** Katy Wyatt, Director of School Nutrition

**Manager Description:** The School Nutrition Manager provides on-site leadership for daily cafeteria operations, ensuring the safe, efficient preparation and service of meals that meet established nutrition, quality, and portion standards. This role manages food production, procurement, storage, inventory control, safety and sanitation practices, and cafeteria cash handling, while maintaining accurate records and required reports in compliance with local, state, and federal regulations. The School Nutrition Manager supervises and trains site-based nutrition staff, schedules and evaluates performance, resolves routine operational issues, and fosters a positive cafeteria environment for students and staff. Through effective planning, budgeting, and use of point-of-sale and inventory systems, the position supports program integrity, fiscal accountability, and high-quality service aligned with district Child Nutrition Program goals.

**Assistant Description:** The School Nutrition Assistant supports daily cafeteria operations by serving as an assistant manager at the school site, helping ensure meals are prepared, served, and accounted for in a safe, efficient, and sanitary manner. This role assists with food preparation, batch cooking, serving line operations, cashiering, and food and supply ordering, storage, and inventory control, while helping monitor costs and maintain accurate records and reports. The School Nutrition Assistant helps supervise cafeteria staff in the manager's absence, performs routine equipment checks and maintenance, and ensures kitchen and serving areas are properly cleaned, sanitized, and ready for daily service. Through strong teamwork, attention to safety and sanitation standards, and effective communication, the position supports high-quality meal service and smooth cafeteria operations for students and staff.

**BCS Base Allotment Formula:** *Meals per Labor Hour (MPLH) is determined by the Meal Equivalent (MEQ) value associated with the Buncombe 50/50 system of 50% Conventional and 50% Convenience food preparation. Planned staffing for schools include a full-time manager, an assistant manager and cashier/assistant positions as determined by MPLH formula.*

*MEQ (Equivalents: Breakfast (.67) + Lunch (1) + Snacks (.33) + Supplemental Sales (Food Cost ÷ Revenue) = Total Meals (MEQ)) ÷ Total Paid Labor Hours = MPLH*

*Example: Meals Served: 3,598 (including equivalents) Labor Hours: 360 hours (for production/service staff)*
*Calculation: 3,598 ÷ 360 = 10.0 MPLH (10 meals produced for every hour of labor)*

*Note: Exceptions to the above standards are made individually with input from the School Nutrition Administrators and School Nutrition Director.*

| Meal Equivalents (MEQ) | | Conventional System MPLH | | Buncombe 50/50 | Convenience System MPLH | |
|---|---|---|---|---|---|---|
| | | Low | High | | Low | High |
| 0 | 100 | 8 | 10 | **10** | 10 | 12 |
| 101 | 150 | 9 | 11 | **11** | 11 | 13 |
| 151 | 200 | 10-11 | 12 | **12** | 12 | 14 |
| 201 | 250 | 12 | 14 | **14** | 14 | 15 |
| 251 | 300 | 13 | 15 | **15** | 15 | 16 |
| 301 | 400 | 14 | 16 | **16** | 16 | 18 |
| 401 | 500 | 14 | 17 | **17.5** | 18 | 19 |
| 501 | 600 | 15 | 17 | **17.5** | 18 | 19 |
| 601 | 700 | 16 | 18 | **18.5** | 19 | 20 |
| 701 | 800 | 17 | 19 | **19.5** | 20 | 22 |
| 801 | 850 | 18 | 20 | **20.5** | 21 | 23 |
| 821 | 900+ | 19 | 21 | **22** | 22 | 24 |

# Student Services

**Department Description:** *The Student Services Department provides comprehensive support systems that promote student well-being, engagement, and success across all grade levels. The department oversees the student information system to ensure accurate enrollment, attendance, scheduling, and reporting, supporting both instructional and operational needs. It also coordinates counseling and social work services, addressing students' academic, social, emotional, and behavioral needs through direct support and collaboration with schools and families. By integrating data management with student support services, the department helps remove barriers to learning, ensures compliance with reporting requirements, and fosters safe, supportive learning environments districtwide.*

## Social Worker

**Contact:** Shanon Martin, Director of Student Services

**Description:** The School Social Worker plays a critical role in supporting student success by addressing barriers to learning and strengthening partnerships between home, school, and community. The position can include key responsibilities such as assessing student and family needs, developing and implementing intervention plans, and providing direct services through counseling, crisis response, conflict resolution, and program development. School social workers are critical leaders in both suicide and threat assessments for our schools. Additional duties may involve advocating for students and families to access resources, collaborating with school and community partners to enhance social, emotional, and academic well-being, and supporting initiatives such as dropout prevention, graduation awareness, and Positive Behavior Intervention and Supports. The role also includes program planning, evaluation, and accountability, with an emphasis on cultural competence, adherence to professional standards, and maintaining accurate documentation.

**BCS Base Allotment Formula:** *Social workers are staffed using a base and supplemental allotment, with about 80% of positions determined by ADM ranges and 20% at the discretion of the Student Services department based on acuity score (based on enrollment, grade levels, McKinney-Vento student count, absence rates, and free/reduced lunch rates).*

Traditional High Schools

| ADM Range | | MOE |
|---|---|---|
| 1 | 1500 | 10 |

* All traditional high schools receive at least 10 MOE

Non-Traditional Schools

| ADM Range | | MOE |
|---|---|---|
| 1 | 500 | 2 |

* All non-traditional schools receive at least 2 MOE

Middle Schools

| ADM Range | | MOE |
|---|---|---|
| 1 | 800 | 5 |

* All middle schools receive at least 5 MOE

Intermediate Schools

| ADM Range | | MOE |
|---|---|---|
| 1 | 800 | 5 |

* All Intermediate schools receive at least 5 MOE

Elementary Schools

| ADM Range | | MOE |
|---|---|---|
| 1 | 200 | 1 |
| 201 | 300 | 2 |
| 301 | 350 | 3 |
| 351 | 450 | 4 |
| 451 | 800 | 5 |

## Counselor

**Contact:** Shanon Martin, Director of Student Services

**Description:** The School Counselor supports students' academic, personal, social, and career development by providing a comprehensive counseling program that addresses developmental, preventive, and remedial needs. The position can include key responsibilities such as counseling students individually and in groups, consulting with teachers, parents, and staff, and coordinating guidance activities that foster character education and positive school climate. Additional duties may involve supporting state and local testing programs, assisting with curriculum planning through the use of student data, preparing students for post-secondary opportunities, and connecting families with community resources. The counselor also participates in orientation for new students, collaborates on interventions for students with special needs, maintains accurate records, and engages in ongoing professional development. This role emphasizes advocacy, confidentiality, and ethical practice while contributing to the overall success of the school program.

**BCS Base Allotment Formula:** *School counselors are allocated based on school enrollment and grade level, following the distribution guidelines outlined below.*

Elementary Schools

| ADM Range | | MOE |
|---|---|---|
| 1 | 450 | 10 |
| 451 | 600 | 15 |
| 601 | 750 | 20 |

Intermediate & Middle Schools

| All Schools | | MOE |
|---|---|---|
| 1 | 700 | 20 |

* All intermediate and middle schools have at least 2.0 FTE of allotted Counselors. Other positions may be allotted based on student needs. If a school site exceeds 700 students, Student Services will review on a school by school basis.

High Schools

| ADM Range | | MOE |
|---|---|---|
| 1 | 700 | 25 |
| 701 | 875 | 30 |
| 876 | 1250 | 40 |
| 1251 | 1750 | 50 |

## McKinney-Vento Resource Specialist

**Contact:** Jeanann Yates, Federal Programs Director

**Description:** The McKinney-Vento Resource Specialist provides direct support to students and families experiencing homelessness by connecting them with educational, social, and community resources. This role assists with identifying needs, coordinating services such as transportation, school supplies, and referrals, and ensuring students have access to academic and personal support. The position also helps families navigate community agencies, maintains accurate records of services provided, and works to remove barriers that may impact a student's ability to succeed in school. By offering guidance and connecting families to essential resources, the role promotes stability and supports the educational success of homeless youth.

**BCS Base Allotment Formula:** 1.75 FTE or 19.5 MOE that is centrally based.

## McKinney-Vento Coordinator

**Contact:** Jeanann Yates, Federal Programs Director

**Description:** The McKinney-Vento Coordinator oversees services and support for students experiencing homelessness to ensure their access to a stable and equitable education. Reporting to the school district administration, this role identifies eligible students, coordinates enrollment and transportation, and works with schools to remove barriers to academic success. The coordinator collaborates with families, school staff, and community agencies to connect students with resources such as tutoring, counseling, and basic needs assistance.

**BCS Base Allotment Formula:** 0.8 FTE or 9 MOE that is centrally based.

## McKinney-Vento Data Manager

**Contact:** Jeanann Yates, Federal Programs Director

**Description:** The McKinney-Vento Data Manager is responsible for maintaining accurate records and reports related to students experiencing homelessness in compliance with federal, state, and district requirements. This role collects, enters, and monitors student data, tracks services provided, and prepares reports for audits and accountability purposes. The data manager works closely with school staff to ensure accurate identification and documentation of eligible students and supports the program's efforts to remove barriers to education. By managing reliable data systems, the position helps guide decision-making and ensures resources are directed to support the academic success of homeless youth.

**BCS Base Allotment Formula:** 0.625 FTE or 7 MOE that is centrally based.

## McKinney-Vento Student Resource Center Driver/Warehouse Support

**Contact:** Jeanann Yates, Federal Programs Director

**Description:** The McKinney-Vento Student Resource Center Driver and Warehouse Support role provides logistical and operational support to ensure students experiencing homelessness have timely access to essential resources and materials. This position is responsible for transporting supplies, equipment, and student items between schools, shelters, and community partners, as well as receiving, organizing, inventorying, and distributing donated goods and program materials from the warehouse. The role supports the daily operations of the resource center by maintaining a safe, organized, and efficient storage environment, assisting with loading and unloading, and collaborating with student services staff to respond quickly to student and family needs in order to reduce barriers to attendance, stability, and academic success.

**BCS Base Allotment Formula:** 1.0 FTE (12 MOE) that is centrally based.

## Student Services Director

**Contact:** Dr. Jamie Johnson, Assistant Superintendent

**Description:** The Director of Student Services provides districtwide leadership and oversight for programs and services that support the academic, social-emotional, and health needs of students in Buncombe County Schools. The position coordinates and manages comprehensive K-12 student support systems, including school counseling, social work, nursing, and school-based mental health services within a multi-tiered system of support. The director collaborates with district leaders, principals, and community partners to ensure equitable access to services that promote student well-being, safety, and readiness for graduation and post-secondary success.

The role is responsible for developing and implementing key student support initiatives, including the district's School Mental Health Plan, Community Schools strategy, and supports for foster care, homeless, and unaccompanied youth. The director works closely with local and state agencies and community organizations to coordinate services for students and families and provides leadership in crisis response, supervision of threat and suicide assessments conducted by internal staff, alternative education placements, and complex student support needs.

In addition, the position oversees compliance with federal and state requirements such as Title IX and Section 504, manages discretionary admission processes, and ensures accurate reporting to local, state, and federal agencies. The director also manages student services budgets, maintains student records systems, interprets board policies for school staff and families, and serves as a liaison in resolving concerns involving schools and the community.

**BCS Allotment Formula:** 1.0 District-Wide FTE (12 MOE).

## Assistant Director of Student Services

**Contact:** Shanon Martin, Director of Student Services

**Description:** This position supports Buncombe County Schools' student services programs by providing leadership, coordination, and compliance oversight related to student supports, federal regulations, and district initiatives. Working in partnership with the Director of Student Services, the position leads the discretionary admission and release process and collaborates with principals, district leadership, and student services staff to ensure equitable access to services, safe learning environments, and student well-being.

Serving as the Deputy Title IX Coordinator, the role assists in overseeing the district's response to Title IX reports and complaints, monitoring required documentation, supporting training, and guiding principals and staff in compliance with federal regulations. The position also provides consultation to school teams on intervention strategies, alternative education programs, threat assessments, alternative placements, and implementation of districtwide PBIS and MTSS initiatives.

The role responds to parent and family concerns related to student behavior, discipline, and enrollment, working collaboratively with district staff to resolve issues and maintain timely communication. The position regularly partners with the Student Services Department to support departmental goals, advance district priorities, and ensure effective student support across all schools.

**BCS Allotment Formula:** 1.0 District-Wide FTE (12 MOE).

## District Athletics Specialist

**Contact:** Dr. Jamie Johnson, Assistant Superintendent

**Description:** The District Athletics Specialist supports the school district's athletic programs by coordinating and overseeing interscholastic sports operations, ensuring compliance with district, conference, and state athletic regulations, and promoting safe, equitable, and effective athletic opportunities for students. This position works closely with school administrators, coaches, athletic directors, students, and community stakeholders to manage schedules, facilities use, budgets, equipment, transportation, eligibility processes, and event logistics. The role also assists with hiring and training coaches, monitoring program performance, supporting student-athlete development, and maintaining accurate records and communications to ensure the successful operation of district athletics programs.

**BCS Allotment Formula:** 0.5 District-Wide FTE (6 MOE).

## Student Services Administrative Assistant (Assistant to the Director)

**Contact:** Shanon Martin, Director of Student Services

**Description:** This position is responsible for managing and overseeing all aspects of the Discretionary Admission and Release process, ensuring compliance with district policies, accurate processing of applications, and preparation of reports for the Superintendent. It manages student records and data, including transcript requests, database maintenance, and compliance with district retention policies, and coordinates record purging and imaging across all high schools. The role also oversees financial management functions such as bookkeeping, budget monitoring, accounts payable/receivable, reconciliation of accounts, and management of Student Resource Center financial processes. Additionally, it provides administrative and clerical support to the Director and Assistant Director of Student Services, including scheduling, payroll processing, HR support, office management, coordination of sign language interpreters, and other duties as assigned. The position maintains departmental technology and communication systems, including websites, email, and calendars, ensuring accuracy, alignment with district standards, and timely communication across programs and stakeholders.

**BCS Allotment Formula:** 1.0 District-Wide FTE (12 MOE).

## Student Services Support Specialists

**Contact:** Shanon Martin, Director of Student Services

**Description:** Two positions support Buncombe County Schools' Student Services programs by evaluating, developing, and enhancing services that promote students' social-emotional, behavioral, academic, and career readiness. The roles conduct program assessments to identify priorities and collect, analyze, and report targeted data on student outcomes—including academic performance, disciplinary trends, mental health service utilization, and 504 compliance—to inform program planning and continuous improvement.

The positions provide professional development, coaching, and ongoing support for school counselors and social workers, including school-based social-emotional wellness coaching and coaching related to the district's School Mental Health Plan, to strengthen student support services and promote effective implementation of SEL, MTSS/PBIS, restorative practices, and career/college readiness initiatives aligned with NC Essential Standards and Portrait of a Graduate goals.

The roles coordinate and monitor 504 plan development and compliance, ensuring equitable access to instruction and school activities, and provide staff training and guidance to improve implementation. Responsibilities also include school social work duties as assigned and supporting the Director in advancing student, school, and district-wide goals.

A third position supports the management of the Discretionary Admission and Release process by receiving, reviewing, and processing applications in accordance with district policies and timelines. It provides assistance to the Director of Student Services in handling appeal requests and preparing materials for Board reports, ensuring accurate documentation and timely communication. The role also tracks and compiles data related to admissions and releases to support reporting, decision-making, and continuous improvement of the process.

**BCS Allotment Formula:** 2.8 District-Wide FTE (28 MOE).

# Technology Services

**Department Description**: *The Technology Services Department supports Buncombe County Schools' 45 school sites and approximately 26,000 students and staff by providing and maintaining the infrastructure, systems, and tools that enable teaching, learning, and daily operations. The department manages district networks, student and staff devices, classroom technology, cybersecurity, data systems, help desk support, software platforms, phone, bell, intercom communication tools, security cameras, door access controls and IT services essential to instruction and administration. It ensures reliable connectivity, deploys and repairs hardware, supports digital learning environments, safeguards sensitive information, and partners with schools and district departments to implement innovative and efficient technology solutions that enhance educational outcomes and operational effectiveness.*

# Administration

## Director of Technology Services

**Contact:** Robert Frisby, Director of Technology Services

**Description:** The Director of Technology Services provides strategic leadership for Buncombe County Schools' technology systems, ensuring alignment with the North Carolina Digital Learning Plan and district instructional goals. This role oversees infrastructure, cybersecurity, data privacy, cloud services, and the integration of digital tools to support teaching, learning, and operations, while managing the Technology Services team and budget, including E-Rate funding and vendor contracts. The Director leads the development and execution of the District Technology Plan, advises the Superintendent's Cabinet on technological decisions, directs network and device management, implements cybersecurity and disaster recovery frameworks, and supports instructional technology integration and professional development. Qualifications include a master's degree in a related field, 7+ years of progressive technology leadership experience (preferably in K–12), North Carolina administrator licensure or eligibility, and preferred certifications such as CETL, CISSP, or PMP, with the ability to communicate complex technical concepts to diverse stakeholders.

**BCS Base Allotment Formula:** The allotment formula for Director of Technology Services is as follows:

| Director of Technology | |
|---|---|
| **FTE** | **Students/Staff** |
| 1 | 21,000-26,000 |

**Current Allotment:** There is 1.0 FTE (12 MOE) of allotted Director of Technology Services.

## Assistant Director of Technology Services and Chief Operations & Network Security Officer

**Contact:** Robert Frisby, Director of Technology Services

**Description:** The Assistant Director of Technology Services and Chief Operations & Network Security Officer provides executive leadership for the daily operation, security, and integrity of Buncombe County Schools' technology infrastructure, overseeing network systems, cybersecurity, and compliance across the district. Reporting to the Director of Technology Services, this role manages the Network Team, ensuring reliable, secure, and scalable LAN/WAN, server, wireless, and data center operations, while developing and enforcing cybersecurity policies, disaster recovery plans, and risk management strategies. The position includes supervising technical staff, managing technology assets and vendor relationships, contributing to the District Technology Plan, and delivering cybersecurity training and awareness programs. Qualifications include a bachelor's degree in IT or related field (master's preferred), seven or more years of progressively responsible IT experience with at least three in leadership, proficiency in network architecture, virtualization, enterprise storage, and backup systems, and relevant certifications such as CISSP, CISM, or CompTIA Security+, with the ability to operate effectively under pressure and manage multiple projects simultaneously.

**BCS Base Allotment Formula:** The allotment formula for Assistant Director of Technology Services and Chief Operations & Network Security Officer is as follows:

| **Assistant Director of Technology Services and Chief Operations & Network Security Officer** | |
|---|---|
| **FTE** | **ADM** |
| 1 | 20,000-25,000 |

**Current Allotment:** There is 1.0 FTE (12 MOE) of allotted Assistant Director of Technology Services and Chief Operations & Network Security Officer.

## Technology Services Executive Secretary

**Contact:** Robert Frisby, Director of Technology Services

**Description:** The Technology Services Executive Secretary, Office Support III provides high-level administrative and secretarial support to the Director of Technology/CTO and the Technology Services department, managing complex calendars, correspondence, meetings, payroll functions, and office operations while maintaining confidentiality and exercising independent judgment. This role coordinates board and departmental meetings, prepares reports and technical documentation, supports help desk operations, and manages district-specific systems, ensuring efficient workflow and compliance with policies and guidelines. Qualifications include a high school diploma (Associate's preferred), five or more years of progressive administrative experience, advanced proficiency in Microsoft Office and district systems, excellent organizational and communication skills, and the ability to handle multiple priorities and sensitive information in a fast-paced, educational environment.

**BCS Base Allotment Formula:** The allotment formula for Technology Services Executive Secretary is as follows:

| Technology Services Executive Secretary | |
|---|---|
| **FTE** | **ADM** |
| 1 | 20,000-25,000 |

**Current Allotment:** There is 1.0 FTE (12 MOE) of allotted Technology Services Executive Secretary.

## Technology Services Bookkeeper and E-Rate Coordinator

**Contact:** Robert Frisby, Director of Technology Services

**Description:** The Technology Services Bookkeeper and E-Rate Coordinator is responsible for maintaining accurate financial records for the Technology Services department, assisting with budget development and monitoring, processing procurement and payment transactions, performing reconciliations, and supporting audits, while also serving as the district's primary E-Rate Coordinator by managing all aspects of the Schools and Libraries Universal Service Support Mechanism, ensuring compliance with federal rules, calculating discounts, coordinating reimbursements, maintaining documentation, and providing guidance to staff on E-Rate procedures; this role requires knowledge of accounting principles, proficiency with financial software and Excel, attention to detail, strong organizational and communication skills, and the ability to handle confidential information in a fast-paced educational environment.

**BCS Base Allotment Formula:** The allotment formula for Technology Services Bookkeeper and E-Rate Coordinator is as follows:

| Technology Services Bookkeeper and E-Rate Coordinator | |
|---|---|
| **FTE** | **ADM** |
| 1 | 20,000-25,000 |

**Current Allotment:** There is 1.0 FTE (12 MOE) of allotted Technology Services Bookkeeper and E-Rate Coordinator.

# Customer Service Technicians

## Asset Manager

**Contact:** Robert Frisby, Director of Technology Services

**Description:** The Asset Manager oversees the lifecycle management of physical and technology assets to ensure accurate tracking, efficient utilization, and responsible stewardship from acquisition through disposal. This role maintains a centralized asset management system that serves as the authoritative source for inventory data, supporting operational planning, financial alignment, and risk management. The Asset Manager coordinates receiving, cataloging, storage, distribution, shipping, and warranty returns for equipment, ensuring timely fulfillment of parts and devices to minimize downtime for staff and departments. In collaboration with finance and technology teams, the role supports procurement activities, inventory accuracy, and compliance with funding and reporting requirements. Through effective coordination with vendors, delivery personnel, and internal teams, the Asset Manager helps ensure technology resources are available, accounted for, and deployed efficiently across district operations.

**BCS Base Allotment Formula:** The allotment formula for Asset Manager is as follows:

| Asset Manager | |
|---|---|
| **FTE** | **ADM** |
| 1 | 20,000-25,000 |

**Current Allotment:** There is 1.0 FTE (12 MOE) of allotted Asset Managers.

## Customer Service Manager

**Contact:** Robert Frisby, Director of Technology Services

**Description:** The Customer Service Manager leads and oversees technology support operations to ensure consistent, high-quality service delivery for staff, students, and families. This role manages and supports a team of technical support professionals, including field technicians, team leads, and asset management staff, while overseeing daily service desk and field operations. The manager is responsible for workload planning, ticket resolution performance, escalation management, and service quality, using data and service metrics to drive continuous improvement. Serving as a key point of contact for complex or high-impact issues, the Customer Service Manager coordinates cross-functional support with technology, network, and vendor partners, establishes and maintains customer service procedures and standards, and ensures documentation and knowledge resources remain current. Through leadership, operational oversight, and a strong focus on customer experience, this role helps maintain reliable technology services and effective support across district operations.

**BCS Base Allotment Formula:** The allotment formula for Customer Service Manager is as follows:

| Customer Service Manager | |
|---|---|
| **FTE** | **ADM** |
| 1 | 20,000-25,000 |

**Current Allotment:** There is 1.0 FTE (12 MOE) of allotted Customer Service Managers.

## District Field Technician Lead

**Contact:** Robert Frisby, Director of Technology Services

**Description:** The District Field Technician Lead oversees and coordinates field-based technology support services to ensure timely, consistent, and high-quality assistance for staff and student devices. This role provides on-site technical support as needed while leading the daily operations of the field technician team, including work assignment coordination, ticket resolution oversight, and inventory accuracy within the district's ticketing and asset management systems. The Lead supports troubleshooting, installation, maintenance, and repair of computers, peripherals, printers, classroom A/V equipment, and related technologies, ensuring issues are resolved efficiently or escalated appropriately. Serving as a key liaison between field staff and Technology Services leadership, the District Field Technician Lead facilitates communication with network and A/V teams, supports evaluation of new hardware and software, assists with documentation and reporting, and reinforces service standards and procedures. Through active supervision, collaboration, and professional engagement with district stakeholders, this role helps maintain reliable technology operations and effective service delivery across all facilities.

**BCS Base Allotment Formula:** The allotment formula for District Field Technician Lead is as follows:

| District Field Technician Lead | |
|---|---|
| **FTE** | **Local District** |
| 1 | 1 |

**Current Allotment:** There is 7.0 FTE (84 MOE) of allotted District Field Technician Leads.

## Field Technician

**Contact:** Robert Frisby, Director of Technology Services

**Description:** The Field Technician serves as the primary on-site technology support for district facilities, ensuring computers and essential business and instructional equipment remain operational. This role focuses on responding to and resolving technology trouble tickets, diagnosing hardware and software issues, performing routine maintenance, and coordinating or completing equipment repairs to minimize downtime. The technician installs and supports computers, printers, copiers, scanners, and A/V or media center equipment, assists with device setup and connectivity, and helps maintain inventory accuracy within ticketing and asset management systems. Frequently traveling between locations, they provide first-line troubleshooting for device performance, printing and scanning functions, and basic network-related issues, escalating or collaborating with internal teams and vendors when needed. Through direct communication with administrators, teachers, staff, students, and families, the Field Technician helps sustain reliable systems and seamless daily workflows across district operations.

**BCS Base Allotment Formula:**The allotment formula for Field Technician is as follows:

| Field Technician | |
|---|---|
| **FTE** | **ADM** |
| 1 | 2,000-2,500 |

**Current Allotment:** There is 10.0 FTE (110 MOE) of allotted Field Technicians.

## Help Desk Technician II

**Contact:** Robert Frisby, Director of Technology Services

**Description:** The Help Desk Technician II provides advanced frontline technical support to students, staff, and families, serving as a primary point of contact for technology assistance across district systems and digital tools. This role delivers timely troubleshooting and issue resolution through phone, chat, email, and ticketing systems, supporting a wide range of devices, classroom technologies, and instructional and administrative software platforms. The technician diagnoses and resolves complex hardware, software, and account-related issues, assists with basic system administration and monitoring to support system availability, and ensures users receive clear, effective guidance. When issues require additional expertise, the Help Desk Technician II documents and escalates incidents to higher-tier teams while maintaining ownership of communication and follow-up. Through responsive service and clear communication, this role helps maintain stable technology operations and a positive user support experience across district operations.

**BCS Base Allotment Formula:** The allotment formula for Help Desk Technician II is as follows:

| Help Desk Technician II | |
|---|---|
| **FTE** | **ADM** |
| 1 | 20,000-25,000 |

**Current Allotment:** There is 1.0 FTE (12 MOE) of allotted Help Desk Technician II.

# Low Voltage Engineers and Technicians

## Low Voltage Supervisor

**Contact:** Robert Frisby, Director of Technology Services

**Description:** The Low Voltage Supervisor provides leadership and technical oversight for district-wide low-voltage systems to ensure safe, reliable, and compliant operations across all facilities. This role supervises low-voltage teams responsible for the installation, maintenance, testing, and repair of life safety, security, communication, and data systems, including fire alarms, emergency lighting, access control, CCTV, intercoms, PA systems, master clocks, and structured cabling. The supervisor coordinates daily work assignments, prioritizes emergency response, and oversees preventive maintenance programs to minimize system downtime. Serving as a key project and technical lead, the Low Voltage Supervisor reviews construction and renovation plans, coordinates with contractors and vendors, ensures compliance with electrical and safety codes, supports inspections, and manages system documentation and inventory. Through strong leadership, cross-department coordination, and clear communication with non-technical stakeholders, this role helps maintain secure, compliant, and fully functional low-voltage infrastructure across district operations.

**BCS Base Allotment Formula:** The allotment formula for Low Voltage Supervisor is as follows:

| Low Voltage Supervisor | |
|---|---|
| **FTE** | **ADM** |
| 1 | 20,000-25,000 |

**Current Allotment:** There is 1.0 FTE (12 MOE) of allotted Low Voltage Supervisors.

## Low Voltage Technician I

**Contact:** Robert Frisby, Director of Technology Services

**Description:** The Low Voltage Technician I supports the installation, maintenance, testing, and repair of district low-voltage infrastructure, including voice, data, security, and instructional systems. This role performs hands-on work with structured cabling, telecommunications equipment, access control, security devices, and related systems to ensure reliable connectivity and system functionality. The technician reviews work orders, installs and repairs wiring and equipment, conducts diagnostics and performance testing, and completes preventive maintenance to support system reliability. Working on new construction, renovations, and existing facilities, the Low Voltage Technician I follows safety standards and electrical codes while maintaining accurate service records and inventory. Through collaboration with internal teams, vendors, and site staff, this role helps ensure low-voltage systems are installed correctly, maintained effectively, and operate safely across district facilities.

**BCS Base Allotment Formula:** The allotment formula for Low Voltage Technician I is as follows:

| Low Voltage Technician I | |
|---|---|
| **FTE** | **ADM** |
| 1 | 20,000-25,000 |

**Current Allotment:** There is 1.0 FTE (12 MOE) of allotted Low Voltage Technician I.

## Low Voltage Technician II

**Contact:** Robert Frisby, Director of Technology Services

**Description:** The Low Voltage Technician II performs advanced installation, maintenance, and repair of district low-voltage systems, including voice, data, security, and instructional infrastructure. This role supports structured cabling, telecommunications equipment, access control, security systems, and related technologies to ensure reliable connectivity and system performance. The technician reviews work orders, interprets blueprints and schematics, conducts diagnostics and testing, and completes preventive maintenance and system upgrades for new construction and renovation projects. Working independently and collaboratively, the Low Voltage Technician II ensures all work complies with applicable electrical and safety codes, maintains accurate service documentation and inventory records, and coordinates with vendors and internal teams to resolve complex technical issues. Through hands-on expertise and effective communication with site staff, this role helps maintain secure, compliant, and fully functional low-voltage systems across district facilities.

**BCS Base Allotment Formula:** The allotment formula for Low Voltage Technician II is as follows:

| Low Voltage Technician II | |
|---|---|
| **FTE** | **ADM** |
| 1 | 3,000-4,000 |

**Current Allotment:** There is 7.0 FTE (84 MOE) of allotted Low Voltage Technician II.

## Low Voltage Technician III

**Contact:** Robert Frisby, Director of Technology Services

**Description:** The Low Voltage Technician III performs advanced installation, maintenance, and repair of the district's low-voltage systems, including voice, data, security, and instructional infrastructure. This role manages complex cabling, telecommunications equipment, access control, security devices, and related systems to ensure full functionality, reliability, and compliance with electrical and safety codes. The technician reviews work orders, interprets blueprints and schematics, conducts diagnostics and testing, performs preventive maintenance, and executes system upgrades for new construction and renovation projects. Serving as a key technical resource, the Low Voltage Technician III coordinates with vendors, internal teams, and site staff to resolve complex issues, maintain inventory and service records, and ensure proper system operation. Through hands-on expertise and collaborative problem-solving, this role helps sustain secure, compliant, and fully operational low-voltage infrastructure across all district facilities.

**BCS Base Allotment Formula:** The allotment formula for Low Voltage Technician III is as follows:

| Low Voltage Technician III | |
|---|---|
| **FTE** | **ADM** |
| 1 | 20,000-25,000 |

**Current Allotment:** There is 1.0 FTE (12 MOE) of allotted Low Voltage Technician III.

# Network Engineers and Technicians

## Network Security & Cybersecurity Analyst

**Contact:** Robert Frisby, Director of Technology Services

**Description:** The Network Security & Cybersecurity Analyst manages and protects the district's network and information systems by implementing, monitoring, and maintaining security measures to safeguard data and prevent unauthorized access, modification, or disclosure. This role designs and enforces network access controls, firewalls, intrusion detection systems, and endpoint security, and conducts vulnerability assessments and penetration testing to identify and address potential risks. The analyst assists with the development and implementation of cybersecurity policies, risk management strategies, disaster recovery, and business continuity plans. In addition, the role monitors network activity, investigates potential security incidents, evaluates IT security compliance initiatives, and provides guidance and training to staff and students on best security practices. By coordinating with internal teams and staying current on emerging cybersecurity threats and technologies, the Network Security & Cybersecurity Analyst ensures the district's digital systems remain secure, reliable, and resilient.

**BCS Base Allotment Formula:** The allotment formula for Network Security & Cybersecurity Analyst is as follows:

| Network Security & Cybersecurity Analyst | |
|---|---|
| **FTE** | **ADM** |
| 1 | 20,000-25,000 |

**Current Allotment:** There is 1.0 FTE (12 MOE) of allotted Network Security & Cybersecurity Analyst.

## Network Security & Cybersecurity Technician II

**Contact:** Robert Frisby, Director of Technology Services

**Description:** The Network Security & Cybersecurity Technician II implements, monitors, and maintains the district's cybersecurity infrastructure to protect digital learning environments and ensure compliance with state and federal privacy standards. This role supports the configuration and management of firewalls, intrusion prevention systems, VPNs, network access controls, and content filtering, while monitoring network traffic and security dashboards for unauthorized activity or policy violations. The technician performs vulnerability scans, assists with incident response and remediation, isolates compromised devices, and supports post-incident analysis to strengthen network defenses. Additionally, the role manages identity and access protocols, including multi-factor authentication and account permissions, and collaborates with cybersecurity analysts, internal teams, and vendors to maintain a secure, reliable, and compliant network environment across district facilities.

**BCS Base Allotment Formula:** The allotment formula for Network Security & Cybersecurity Technician II is as follows:

| **Network Security & Cybersecurity Technician II** | |
|---|---|
| **FTE** | **ADM** |
| 1 | 20,000-25,000 |

**Current Allotment:** There is 1.0 FTE (12 MOE) of allotted Network Security & Cybersecurity Technician II.

## Wide Area Network (WAN) Engineer

**Contact:** Robert Frisby, Director of Technology Services

**Description:** The Wide Area Network (WAN) Engineer designs, implements, and maintains the district's wide and local area networks to ensure reliable, high-performance connectivity across all sites. This role oversees the installation, configuration, and operation of network switches, routers, servers (physical and virtual), access points, storage systems, and related network hardware and software. The engineer diagnoses and resolves complex network issues, monitors network performance, and performs upgrades as needed. Collaborating with cybersecurity and technical teams, the WAN Engineer implements network security measures, supports telecommunication systems including VOIP, and ensures proper network zoning and datacenter operations. Additionally, the role develops and maintains thorough network documentation, provides technical guidance to staff, participates in long- and short-term network planning, and evaluates infrastructure improvements to meet evolving district technology needs.

**BCS Base Allotment Formula:** The allotment formula for Wide Area Network (WAN) Engineer is as follows:

| Wide Area Network (WAN) Engineer | |
|---|---|
| **FTE** | **ADM** |
| 1 | 20,000-25,000 |

**Current Allotment:** There is 1.0 FTE (12 MOE) of allotted Wide Area Network (WAN) Engineers.

## Local Area Network (LAN) Device Engineer

**Contact:** Robert Frisby, Director of Technology Services

**Description:** The Local Area Network (LAN) Device Engineer manages the full lifecycle of the district's Windows-based computing fleet, ensuring all endpoints are optimized for instruction and secure testing environments. This role designs, creates, and deploys standardized Windows OS images, performs advanced hardware diagnostics and repairs, and manages software distribution, updates, and patches across desktops, laptops, and tablets. The engineer oversees asset management from initial deployment through secure decommissioning, manages Active Directory and Group Policy settings, and serves as a Tier 3 escalation point for complex technical issues. Additionally, the role collaborates with cybersecurity and network teams to implement security measures, supports high-stakes testing software deployment, maintains detailed device and system documentation, and provides guidance and training to school-based technicians to ensure consistent, reliable, and secure operation of all Windows devices district-wide.

**BCS Base Allotment Formula:** The allotment formula for Local Area Network (LAN) Device Engineer is as follows:

| Local Area Network (LAN) Device Engineer | |
|---|---|
| **FTE** | **ADM** |
| 1 | 20,000-25,000 |

**Current Allotment:** There is 1.0 FTE (12 MOE) of allotted Local Area Network (LAN) Device Engineers.

## Local Area Network (LAN) Engineer

**Contact:** Robert Frisby, Director of Technology Services

**Description:** The Local Area Network (LAN) Engineer designs, installs, configures, and maintains the district's network infrastructure to provide high-speed, reliable, and secure connectivity for students, faculty, and staff. This role manages both physical and logical network layers, including fiber backbones, MDF/IDF closets, switches, routers, wireless access points, and network security appliances. The engineer implements VLANs, PoE planning, and network security protocols, monitors systems for performance and compliance (CIPA), and provides Level 3 troubleshooting for complex connectivity issues. Additional responsibilities include supporting IP-based security systems, participating in E-Rate documentation, maintaining network management systems, and staying current with industry trends. The LAN Engineer collaborates across teams to ensure stable, scalable, and secure network operations district-wide.

**BCS Base Allotment Formula:** The allotment formula for Local Area Network (LAN) Engineer is as follows:

| Local Area Network (LAN) Engineer | |
|---|---|
| **FTE** | **ADM** |
| 1 | 20,000-25,000 |

**Current Allotment:** There is 1.0 FTE (12 MOE) of allotted Local Area Network (LAN) Engineer.

## Apple Network Technician III

**Contact:** Robert Frisby, Director of Technology Services

**Description:** The Apple Network Technician III is responsible for the administration, maintenance, and cybersecurity of Buncombe County Schools' Apple network and associated devices. This includes laptops, iPads, servers, network-attached hardware, wireless access points, printers, security cameras, UPS systems, and door controllers. The role encompasses installation, configuration, troubleshooting, and monitoring of Apple devices and network infrastructure while ensuring compliance with FERPA, CIPA, and other security regulations. The technician deploys and manages Endpoint Detection and Response (EDR) software, performs vulnerability assessments, responds to security incidents, and maintains an accurate inventory of hardware, software, and network vulnerabilities. This position requires strong technical expertise in Apple network communication, TCP/IP, VMware, Linux/open-source tools, and network security protocols, as well as certifications such as CompTIA Network+/Security+ and CCNA/CyberOps. The role involves collaboration with internal teams, technical support, and cyber defense to maintain a secure, reliable, and efficient Apple ecosystem district-wide.

**BCS Base Allotment Formula:** The allotment formula for Apple Network Technician III is as follows:

| Apple Network Technician III | |
|---|---|
| **FTE** | **ADM** |
| 1 | 20,000-25,000 |

**Current Allotment:** There is 1.0 FTE (12 MOE) of allotted Apple Network Technician III.

## Network Technician I

**Contact:** Robert Frisby, Director of Technology Services

**Description:** The Network Technician I provides technical support and cybersecurity defense for Buncombe County Schools' network and technology assets. This includes installation, configuration, and troubleshooting of laptops, desktops, servers, network-attached devices (printers, wireless access points, UPS systems, switches, security cameras, and door controllers). The role ensures the confidentiality, integrity, and availability of network resources while maintaining compliance with FERPA, CIPA, and other federal, state, and local regulations. Responsibilities include deploying and managing Endpoint Detection and Response (EDR) software, performing vulnerability assessments, responding to security incidents, and maintaining detailed hardware, software, and vulnerability inventories. This position requires foundational knowledge of TCP/IP, network protocols, VMware, Linux/open-source tools, and security best practices. Certifications such as CompTIA Network+/Security+ and CCNA/CyberOps are highly recommended. The technician also provides hands-on support for network infrastructure, assists in patch management, and helps enforce district-wide cybersecurity policies.

**BCS Base Allotment Formula:** The allotment formula for Network Technician I is as follows:

| Network Technician I | |
|---|---|
| **FTE** | **ADM** |
| 1 | 20,000-25,000 |

**Current Allotment:** There is 1.0 FTE (12 MOE) of allotted Network Technician I.

## Network Technician II

**Contact:** Robert Frisby, Director of Technology Services

**Description:** The Network Technician II provides advanced technical support and cybersecurity defense for Buncombe County Schools' network and technology assets, including laptops, desktops, servers, switches, printers, wireless access points, UPS systems, security cameras, and door controllers. This role ensures the confidentiality, integrity, and availability of network resources while maintaining compliance with FERPA, CIPA, and other regulations. Responsibilities include monitoring security systems, responding to incidents, deploying and managing EDR software, performing vulnerability assessments and patch management, maintaining detailed inventories, supporting physical security devices, and implementing security frameworks and least-privilege access policies. Required qualifications include an associate degree (or equivalent experience), 3+ years in network administration or security-focused support, and relevant certifications such as CompTIA Network+/Security+/CySA+ and CCNA or Cisco CyberOps Associate, with occasional on-call or after-hours support as needed.

**BCS Base Allotment Formula:** The allotment formula for Network Technician II is as follows:

| Network Technician II | |
|---|---|
| **FTE** | **ADM** |
| 1 | 12,000-14,000 |

**Current Allotment:** There is 2.0 FTE (24 MOE) of allotted Network Technician II.

# Transportation

**Department Description**: *The Transportation Department is responsible for safely and efficiently transporting students to and from school each day, as well as to extracurricular activities, field trips, and special programs. The department plans and manages bus routes, schedules, and stops; hires, trains, and supervises drivers and support staff; and ensures compliance with state and federal safety regulations. The department performs routine maintenance on school buses and large equipment trucks, as well as more complex diesel engine repairs, body work, and accident repairs. In addition, the team inspects the district's fleet of buses and vehicles, coordinates transportation services for students with special needs, responds to weather and emergency situations, and communicates with schools and families to ensure reliable daily operations that enable students to access learning.*

# Bus Driver

**Contact:** Jeremy Stowe, Transportation Director

**Description:** The Bus Driver is responsible for safely transporting students to and from school, activities, and events while following district procedures and traffic laws. Duties include conducting pre- and post-trip inspections, maintaining the cleanliness and fueling of the bus, ensuring passenger safety and discipline, performing emergency evacuations, and keeping accurate records of routes, stops, and times.

**BCS Base Allotment Formula:** There is 95 FTE or 950 MOE distributed across the district and these positions are locally managed. There are 1-3 routes per bus.

## Assistant Transportation Director

**Contact:** Jeremy Stowe, Transportation Director

**Description:** The Assistant Director of Transportation supports the Director in managing daily school bus operations to ensure safe, efficient, and compliant transportation services for all students. The position can include key responsibilities such as supervising and leading transportation staff, bus drivers, and safety assistants; resolving complex transportation issues in collaboration with school administrators, parents, and mechanics; and serving as the primary backup for the Director of Transportation. Additional duties may involve overseeing licensing compliance with state and federal regulations, responding to bus accidents and emergencies, ensuring proper use of transportation technology such as TIMS, cameras, and GPS systems, and assisting with budget analysis and procurement. The role also includes preparing communications for staff, enforcing state and local policies, and promoting high standards of service and safety in pupil transportation. This is a 12-month position.

**BCS Base Allotment Formula:** There is 1.0 FTE or 12 MOE.

# Cost Clerk

**Contact:** Jeremy Stowe, Transportation Director

**Description:** The Cost Clerk, reporting to the Transportation Director, is responsible for assisting with the maintenance of cost and account records for the Transportation Department. This role includes performing general clerical duties, processing purchase orders, maintaining gasoline and diesel fuel usage records, and scheduling school buses and county vehicles for special purposes. The position requires knowledge of basic bookkeeping, office practices, and elementary arithmetic, along with organizational and communication skills to coordinate with school employees and external vendors.

**BCS Base Allotment Formula:** There is 2.0 FTE or 24 MOE.

## Fuel Truck Driver/Mechanic Helper

**Contact:** Jeremy Stowe, Transportation Director

**Description:** The Fuel Truck Driver/Mechanic Helper is responsible for supporting the safe and efficient operation of the transportation fleet by ensuring school buses and service vehicles are fueled, maintained, and ready for use.
**BCS Base Allotment Formula:** There is 2.0 FTE or 24 MOE that serve the Transportation department.

## Mechanic II and III

**Contact:** Jeremy Stowe, Transportation Director

**Description:** The Transportation Mechanic is responsible for ensuring that school buses and service vehicles are maintained in safe, dependable operating condition in compliance with state and local standards. The position can include key responsibilities such as attending to road calls that need immediate attention, performing 30-day inspections for each bus (which typically take 1.5–2 hours and are completed in pairs), carrying out standard preventative maintenance such as oil changes and brake service, and completing heavy repairs including major component replacements like motors. Additional duties may include repairing bus defects, servicing tires, conducting road checks, and maintaining service vehicles. This is typically a 12-month position.

**BCS Base Allotment Formula:** Mechanics are hired at a ratio of roughly 1 for every 20 buses and support all seven BCS districts as well as ACS. There is 16.5 FTE of mechanics equating to 198 MOE.

## Parts/Dispatch Mechanic

**Contact:** Jeremy Stowe, Transportation Director

**Description:** The Parts/Dispatch Mechanic is responsible for supporting the transportation department by managing parts, supplies, and inventory while assisting with clerical and reporting functions to keep operations running smoothly. The position can include key responsibilities such as purchasing, receiving, and issuing parts and supplies; maintaining an accurate and organized perpetual inventory system; entering vehicle cost and maintenance data into the fleet management system; and assisting in the preparation of monthly and annual transportation reports. Additional duties may involve clerical tasks such as opening the facility, handling phone calls, monitoring delivery schedules, and ensuring invoices and purchase orders are accurate.services for the district. The position is a 12-month role.

**BCS Base Allotment Formula:** There is 1.0 FTE (12 MOE) that serve the Transportation Department.

## Shop Foreman

**Contact:** Jeremy Stowe, Transportation Director

**Description:** The Transportation Mechanic Supervisor/Shop Foreman is responsible for overseeing the safe, efficient, and compliant operation of the school transportation garage, ensuring all buses and service vehicles meet federal, state, and local safety standards. The position can include key responsibilities such as directing and monitoring the preventive maintenance program, assisting with required 30-day bus inspections, conducting and overseeing complex repairs of vehicle assemblies and parts, and supporting day-to-day garage operations including procurement, budgeting, and recordkeeping. The supervisor also leads and evaluates transportation mechanics, assigns work, enforces safety regulations, provides training and coaching, and ensures effective use of tools, equipment, and repair procedures. This is a leadership role requiring strong technical, organizational, and supervisory skills to maintain safe, dependable, and cost-effective transportation services for the district.

**BCS Base Allotment Formula:** There is 1.0 FTE (12 MOE) that manages all mechanics within the transportation department.

## TIMS Specialist

**Contact:** Jeremy Stowe, Transportation Director

**Description:** The TIMS Specialist is responsible for maintaining and updating the Transportation Information Management System (TIMS) to ensure accurate student and geographic data for bus routing and reporting. The position can include key responsibilities such as gathering bus route and stop information, developing and maintaining stop, run, and route records, entering and updating geographic data, and responding to requests to optimize routes and runs for efficiency. Additional duties may involve generating state and local transportation reports, assisting with transportation clerical tasks such as calls, correspondence, and file management, and ensuring that TIMS data remains current and accurate in compliance with Department of Public Instruction guidelines. The position is a 12-month role.

**BCS Base Allotment Formula:** 2.0 FTE or 24 MOE.

## Transportation Director

**Contact:** Jeremy Stowe, Transportation Director

**Description:** The Director of School Transportation provides leadership and oversight for the district's transportation program to ensure all eligible students have access to safe, efficient, and reliable transportation for curricular and extracurricular activities. The position can include key responsibilities such as supervising and training transportation staff and bus drivers, overseeing budget and procurement, ensuring compliance with state and federal laws, managing vehicle maintenance and inspections, and directing accident investigations and reporting. Additional duties may involve developing recruitment and retention strategies for drivers, implementing student behavior and safety plans, coordinating with principals on routing and driver training, advising the superintendent on inclement weather decisions, and serving as a representative at local, state, and national transportation meetings. The role also emphasizes community engagement, strong communication with parents and staff, and continuous improvement of transportation systems and procedures.

**BCS Base Allotment Formula:** There is 1.0 FTE (12 MOE) that manages all mechanics within the transportation department.

## Transportation Safety Assistant

**Contact:** Jeremy Stowe, Transportation Director

**Description:** The Transportation Safety Assistant, reporting to the Principal, supports the safe transportation of students with special needs by assisting with seating and restraining students, maintaining bus discipline and cleanliness, and loading and unloading students according to established procedures. The role includes preparing transportation-related school records, monitoring student behavior, responding to special needs, and assisting with incident and payroll reports.

**BCS Base Allotment Formula:** There are 24.5 FTE or 240 MOE distributed across the district based on student need.

# Executive Leadership

**Department Description:** *The Executive Leadership position grouping includes district-level leaders responsible for setting the strategic vision, operational priorities, and fiscal stewardship for the school system. This category encompasses roles such as the Superintendent and Chief Financial Officer, who provide overall leadership, guide district-wide policy and planning, and ensure alignment between resources, programs, and student outcomes. Executive leaders oversee organizational performance, manage budgets and finances, support school and departmental leaders, and collaborate with the board, staff, and community to advance the district's mission and long-term goals.*

# Superintendent

**Contact:** Board of Education

**Description:** The Superintendent serves as the chief executive officer of the district, providing visionary leadership and overall direction to ensure high-quality education for all students. Reporting directly to the Board of Education, the Superintendent is responsible for implementing board policies, overseeing academic and operational functions, and driving continuous improvement across all schools and departments. This role involves strategic planning, budget development, personnel management, community engagement, and fostering strong relationships with staff, families, local government, and business partners. The Superintendent leads efforts to close achievement gaps and ensure safe, supportive learning environments for all students. Additionally, the Superintendent represents the district at the local, state, and national levels, communicates district goals and progress effectively to all stakeholders, and cultivates a culture of collaboration, transparency, and accountability.

**BCS Base Allotment Formula:** One 12-month Superintendent.

## Associate Superintendent

**Contact:** Dr. Rob Jackson, Superintendent

**Description:** The Associate Superintendent serves as the Chief Academic Officer for Buncombe County Schools, overseeing all aspects of curriculum and instructional programs. Reporting directly to the Superintendent and supervising multiple departments—including Exceptional Children, Career and Technical Education, Federal Programs, and Secondary and Elementary Education—the role is responsible for aligning district educational objectives with state standards, supporting instructional staff, evaluating academic programs and personnel, and guiding strategic planning. This is a 12-month position.

**BCS Base Allotment Formula:** One 12-month Associate Superintendent.

## Assistant Superintendent of Education Equity and Support Services

**Contact:** Dr. Rob Jackson, Superintendent

**Description:** The Assistant Superintendent of Education Equity and Support Services provides district-wide leadership focused on promoting equitable student outcomes by overseeing Student Services, Testing and Accountability, and supporting school principals. Reporting to the Superintendent, this role addresses systemic barriers to achievement, supports school improvement efforts, and fosters culturally responsive practices. Responsibilities include managing student health and wellness, Title IX, attendance, discipline, and community partnerships. The position also oversees interscholastic athletics, ensuring compliance with district, conference, and state athletic policies, supporting athletic directors and coaches, promoting student safety in athletics, and serving as the liaison to the North Carolina High School Athletic Association. Additionally, the role provides coaching to principals, particularly new leaders and those in underperforming schools, and plays a key role in strategic planning, policy development, and ensuring alignment with district equity goals.

**BCS Base Allotment Formula:** One 12-month Assistant Superintendent of Education Equity and Support Services.

## Assistant Superintendent of Auxiliary Services

**Contact:** Dr. Rob Jackson, Superintendent

**Description:** The Assistant Superintendent of Auxiliary Services provides leadership and oversight of all non-instructional operational departments to ensure that schools are well-supported and students have safe, healthy, and effective learning environments. This position collaborates with district leaders, school principals, and community partners to promote excellence in service delivery across the areas of Facilities and Maintenance, Technology, Transportation, School Nutrition, and Human Resources. The Assistant Superintendent of Auxiliary Services ensures that all operational functions align with and support the district's mission, strategic plan, and commitment to student success. This is a 12-month position.

**BCS Base Allotment Formula:** One 12-month Assistant Superintendent of Auxiliary Services.

## Chief Finance Officer

**Contact:** Dr. Rob Jackson, Superintendent

**Description:** The Chief Finance Officer provides strategic leadership and oversight of all financial operations, ensuring fiscal integrity, compliance with state and federal regulations, and alignment with district goals. Reporting directly to the Superintendent, the CFO manages budgeting, accounting, payroll, procurement, financial reporting, and audits. The role supports long-term financial planning, oversees the development and monitoring of the district's annual budget, and works closely with school and district leaders to allocate resources equitably and efficiently. The CFO also serves as a key advisor to the Board of Education on financial matters and ensures transparency and accountability in all fiscal practices.

**BCS Base Allotment Formula:** One 12-month Chief Finance Officer.

## Grant Writer

**Contact:** Dr. Jennifer Reed, Associate Superintendent

**Description:**The Grant Writer plans, implements, and monitors grant-funded student support initiatives, with a primary focus on developing and strengthening comprehensive school counseling programs, school-based mental health services, and parent engagement efforts. This position collaborates with counselors, administrators, community agencies, and advisory groups to coordinate curriculum implementation, professional development, training, and service delivery that improve students' academic, social, and emotional outcomes. The role is also responsible for collecting and analyzing data, tracking grant activities and deadlines, ensuring compliance with grant goals and reporting requirements, and maintaining effective communication with stakeholders to support successful program outcomes.

**BCS Allotment Formula:** 1.0 District-wide FTE (11 MOE).

# Finance

**Department Description:** *The Finance Department at Buncombe County Schools is responsible for comprehensive financial oversight and stewardship of the district's resources to support the success of its students, staff, and schools. The department manages budgeting, accounting, cash flow, payroll, purchasing, accounts payable and receivable, federal funding, internal auditing, financial reporting, and compliance with applicable regulations. It works to ensure the district operates with strong internal controls, fiscal transparency, and alignment between financial planning and the district's strategic goals. By providing clear, reliable financial data and insights, the Finance Department supports sound decision making and the long term financial health of Buncombe County Schools.*

*Staffed with specialized professionals from the CFO and budget and cash management leaders to specialists in payroll, compliance, accounting controls, and financial information systems, the department collaborates closely with school bookkeepers, administrators, and central services teams to manage funds at both the district and school levels. This structure ensures that operational needs, programmatic initiatives, and compliance requirements are met efficiently and responsibly. Through proactive financial planning, reporting, risk management, and partnership with school sites, the Finance Department helps safeguard organizational assets, optimize resource allocation, and advance the district's mission.*

## Assistant Finance Officer / Capital Outlay Budget Facilitator

**Contact:** Tina Thorpe, Chief Financial Officer

**Description:** The Assistant Finance Officer/Capital Outlay Budget Facilitator supports the district's financial operations with a focused responsibility on capital planning and facilities-related budgeting. This role assists in the development and monitoring of the annual budget, with particular oversight of capital outlay funds, construction projects, maintenance allocations, and long-range facilities planning. The position ensures compliance with local, state, and federal financial regulations; coordinates closely with facilities, operations, and school leadership teams; and tracks expenditures to ensure projects remain within approved budgets. The Assistant Finance Officer also contributes to financial reporting, audit preparation, and internal controls while providing data analysis and projections to support informed decision-making and responsible stewardship of district resources.

**BCS Base Allotment Formula:** 1.0 District-wide FTE (12 MOE).

## Operational Budget Manager

**Contact:** Tina Thorpe, Chief Financial Officer

**Description:** The Operational Budget Manager oversees the development, monitoring, and management of the organization's operating budget to ensure financial resources are allocated accurately and aligned with strategic priorities. This role collaborates with department leaders to build budgets, track expenditures, analyze variances, and forecast year-end projections. The Operational Budget Manager ensures compliance with applicable local, state, and federal guidelines, maintains strong internal controls, and prepares clear financial reports for leadership.

**BCS Base Allotment Formula:** 1.0 District-wide FTE (12 MOE).

## Federal Budget Data Analysis & Compliance Accountant

**Contact:** Tina Thorpe, Chief Financial Officer

**Description:** The Federal Budget Specialist oversees the development, management, and monitoring of federally funded programs and budgets, ensuring compliance with all applicable federal regulations and guidelines. This role collaborates with department leaders to prepare grant budgets, track expenditures, analyze variances, and forecast funding needs. The Federal Budget Specialist maintains accurate financial records, supports audits and reporting requirements, and provides clear, data-driven insights to leadership for decision-making. Additionally, this position ensures strong internal controls, helps optimize the use of federal funds, and promotes accountability and transparency in all federally related financial activities.

**BCS Base Allotment Formula:** 1.0 District-wide FTE (12 MOE).

## Internal Auditor

**Contact:** Tina Thorpe, Chief Financial Officer

**Description:** The Internal Auditor evaluates and monitors an organization's financial operations, internal controls, and compliance with policies and regulations to ensure accuracy, efficiency, and accountability. This role conducts audits of financial records, operational processes, and risk management practices, identifies areas for improvement, and recommends corrective actions. The Internal Auditor collaborates with leadership to implement best practices, supports external audits, and provides clear, objective reports on findings and trends. Additionally, this position works directly with school bookkeepers to help manage their school funds, safeguards organizational assets, promotes transparency, and ensures adherence to applicable laws, regulations, and internal policies.

**BCS Base Allotment Formula:** 1.0 District-wide FTE (12 MOE).

## Financial Planning, Analytics & Programmatic Initiatives Manager

**Contact:** Tina Thorpe, Chief Financial Officer

**Description:** The Financial Planning, Analytics & Programmatic Initiatives Manager leads the organization's financial planning and analysis efforts, providing data-driven insights to support strategic decision-making and programmatic initiatives. This role develops and monitors budgets, forecasts, and financial models, evaluates the financial impact of programs and initiatives, and collaborates with department leaders to optimize resource allocation. The manager ensures compliance with applicable policies and regulations, prepares clear and actionable reports for leadership, and identifies opportunities for efficiency and growth. Additionally, this position works closely with stakeholders to align financial planning with organizational goals and supports the implementation of initiatives that drive operational and programmatic success.

**BCS Base Allotment Formula:** 1.0 District-wide FTE (12 MOE).

## Cash Management Manager/Executive Administrative Assistant

**Contact:** Tina Thorpe, Chief Financial Officer

**Description:** The Cash Management Manager/Executive Assistant oversees the organization's cash flow, ensuring that funds are efficiently collected, disbursed, and invested to meet operational needs and financial obligations. This role monitors daily cash positions, manages bank relationships, reconciles accounts, and implements strategies to optimize liquidity and minimize risk. The Cash Management Manager/Executive Assistant also serves as the executive assistant to the CFO, providing administrative support, managing schedules, coordinating meetings, and facilitating communication across departments. Additionally, this position ensures compliance with applicable policies and regulations, prepares accurate and timely financial reports, provides data-driven insights to leadership, supports treasury operations, safeguards organizational funds, and maintains strong internal controls over cash and related financial activities.

**BCS Base Allotment Formula:** 1.0 District-wide FTE (12 MOE).

## Finance Information Systems Manager

**Contact:** Tina Thorpe, Chief Financial Officer

**Description:** The Finance Information Systems Manager oversees the design, implementation, and maintenance of the organization's financial information systems, ensuring they effectively support budgeting, accounting, reporting, and operational processes. This role manages system upgrades, integrations, and troubleshooting, while collaborating with finance and operational teams to optimize workflows and data accuracy. The Finance Information Systems Manager ensures compliance with applicable policies and regulations, maintains strong internal controls, and provides actionable, data-driven insights to leadership. Additionally, this position leads training and support for system users, monitors system performance, and helps align technology solutions with organizational financial goals.

**BCS Base Allotment Formula:** 1.0 District-wide FTE (12 MOE).

## Accounting & Controls Reporting Manager

**Contact:** Tina Thorpe, Chief Financial Officer

**Description:** The Accounting Manager oversees the organization's accounting operations, ensuring accurate and timely financial reporting, compliance with applicable policies and regulations, and effective internal controls. This role manages general ledger activities, month-end and year-end close processes, accounts payable and receivable, and reconciliations. The Accounting Manager supervises and develops accounting staff, supports audits, and provides clear, data-driven reports and insights to leadership to inform decision-making. Additionally, this position helps safeguard organizational assets, promotes transparency, and ensures adherence to all regulatory and internal accounting standards.

**BCS Base Allotment Formula:** 1.0 District-wide FTE (12 MOE).

## Accounting & Controls Specialist

**Contact:** Tina Thorpe, Chief Financial Officer

**Description:** The Accounting Controls Specialist monitors and enforces the organization's accounting policies and internal control procedures to ensure accuracy, compliance, and financial integrity. This role reviews transactions, identifies discrepancies or risks, and implements corrective actions to strengthen accounting processes. The Accounting Controls Specialist collaborates with accounting and finance teams, supports audits, and prepares clear, data-driven reports for leadership to inform decision-making. Additionally, this position helps safeguard organizational assets, ensures adherence to applicable regulations and internal policies, and promotes transparency across all accounting activities.

**BCS Base Allotment Formula:** 1.0 District-wide FTE (12 MOE).

## Accounts Receivable Specialist

**Contact:** Tina Thorpe, Chief Financial Officer

**Description:** The Accounts Receivable (AR) Specialist manages the organization's accounts receivable processes, ensuring timely and accurate invoicing, collections, and posting of payments. This role monitors outstanding balances, reconciles accounts, resolves discrepancies, and implements strategies to optimize cash flow. The AR Specialist collaborates with internal teams, supports audits, and provides clear, data-driven reports to leadership to inform financial decision-making. Additionally, this position helps maintain strong internal controls, ensures compliance with applicable policies and regulations, and promotes transparency and accountability in all receivable activities.

**BCS Base Allotment Formula:** 1.0 District-wide FTE (12 MOE).

## Payroll and Compliance Manager

**Contact:** Tina Thorpe, Chief Financial Officer

**Description:** The Payroll and Compliance Manager oversees the organization's payroll operations and ensures compliance with all applicable labor laws, tax regulations, and internal policies. This role manages payroll processing, reconciliations, reporting, and audits, while resolving discrepancies and addressing employee inquiries. The Payroll and Compliance Manager collaborates with HR, finance, and department leaders to maintain accurate records, implement process improvements, and provide clear, data-driven insights to leadership. Additionally, this position ensures strong internal controls, promotes transparency, safeguards organizational funds, and helps maintain full compliance with federal, state, and local payroll regulations.

**BCS Base Allotment Formula:** 1.0 District-wide FTE (12 MOE).

## Purchasing/Risk Control Manager/Business Services Manager

**Contact:** Tina Thorpe, Chief Financial Officer

**Description:** The Purchasing/Risk Control Manager/Business Services Manager oversees the organization's procurement, risk management, and business services operations to ensure efficient, compliant, and cost-effective processes. This role manages purchasing activities, vendor relationships, contract negotiations, and risk mitigation strategies while monitoring compliance with applicable policies and regulations. The manager collaborates with department leaders to optimize resource allocation, implement internal controls, and provide clear, data-driven insights to leadership. Additionally, this position oversees business services functions, supports audits, safeguards organizational assets, and promotes transparency and accountability across all procurement and risk management activities.

**BCS Base Allotment Formula:** 2.0 District-wide FTE (24 MOE).

## Accounts Payable/Purchasing Specialist

**Contact:** Tina Thorpe, Chief Financial Officer

**Description:** The Accounts Payable/Purchasing Specialist manages the organization's accounts payable and purchasing processes to ensure accurate, timely, and compliant financial transactions. This role processes invoices, reconciles accounts, monitors vendor payments, and supports procurement activities, including purchase orders and vendor communications. The Accounts Payable/Purchasing Specialist collaborates with internal teams, maintains strong internal controls, and provides clear, data-driven reports to leadership. Additionally, this position helps safeguard organizational funds, ensures compliance with applicable policies and regulations, and promotes transparency and accountability in all payables and purchasing activities.

**BCS Base Allotment Formula:** 4.0 District-wide FTE (48 MOE).

## Procurement Specialist/Capital Outlay Specialist

**Contact:** Tina Thorpe, Chief Financial Officer

**Description:** The Procurement Specialist/Capital Outlay Specialist manages the acquisition of goods, services, and capital resources to support the operational and instructional needs of the school district. This role oversees procurement processes, ensures compliance with state and local purchasing regulations, and evaluates vendor proposals to secure cost-effective and high-quality solutions. Additionally, the specialist coordinates capital outlay projects, including planning, budgeting, and monitoring expenditures for facilities, equipment, and technology, while collaborating with district departments and stakeholders to align purchases and projects with strategic priorities and long-term operational goals.

**BCS Base Allotment Formula:** 1.0 District-wide FTE (12 MOE).

## Payroll Specialist I

**Contact:** Tina Thorpe, Chief Financial Officer

**Description:** The Payroll Specialist manages the organization's payroll processes to ensure accurate, timely, and compliant employee compensation. This role processes payroll, reconciles payroll accounts, resolves discrepancies, and addresses employee inquiries while maintaining compliance with applicable labor laws, tax regulations, and internal policies. The Payroll Specialist collaborates with HR, finance, and department leaders, supports audits, and provides clear, data-driven reports to leadership. Additionally, this position helps safeguard organizational funds, ensures strong internal controls, and promotes transparency and accountability in all payroll activities. Leads for classified and lead for certified payroll groups. Handles all voluntary employee deductions.

**BCS Base Allotment Formula:** 2.0 District-wide FTE (24 MOE).

## Payroll Specialist III

**Contact:** Tina Thorpe, Chief Financial Officer

**Description:** The Payroll Specialist manages the organization's payroll processes to ensure accurate, timely, and compliant employee compensation. This role processes payroll, reconciles payroll accounts, resolves discrepancies, and addresses employee inquiries while maintaining compliance with applicable labor laws, tax regulations, and internal policies. The Payroll Specialist collaborates with HR, finance, and department leaders, supports audits, and provides clear, data-driven reports to leadership. Additionally, this position helps safeguard organizational funds, ensures strong internal controls, and promotes transparency and accountability in all payroll activities.

**BCS Base Allotment Formula:** 3.0 District-wide FTE (36 MOE).

# Testing and Accountability

**Department Description:** *The Testing and Accountability Department provides leadership and coordination for the district's assessment, accountability, and student data systems. The department oversees the planning and administration of all state, local, and vendor assessments; manages testing materials and security; and provides training and support for school testing coordinators and administrators. It also oversees the NC Student Information System (NCSIS), working to ensure that student data is accurately entered, well managed, and maintained with integrity across the district. The department is responsible for the collection, analysis, and reporting of assessment and student data, producing accountability reports and data visualizations to inform district leadership, school administrators, the Board of Education, and the community. In addition, the department supports school improvement and accountability efforts through training and management of NCStar and EVAAS. The department serves as the district liaison with the North Carolina Department of Public Instruction and other external agencies to ensure compliance with testing regulations, accountability requirements, and state data reporting expectations.*

## Director of Testing & Accountability

**Contact:** Dr. Theresea Melenas, Director of Testing and Accountability

**Description:** The Director of Testing and Accountability provides leadership and oversight for the district's assessment and accountability programs, ensuring the effective administration of all state, local, and vendor assessments. This role develops and implements systemwide testing plans, manages the ordering, distribution, and security of testing materials, and coordinates training and support for school testing coordinators and administrators. The position supervises testing staff and the NCSIS support team while working closely to ensure the accuracy, collection, and reporting of student data. The Director analyzes and interprets assessment results, develops accountability reports, and provides data visualization and insights to district leadership, school administrators, the Board of Education, and the community to support continuous improvement. Additionally, this position also manages and provides training on NCStar and EVAAS, supporting school improvement planning and accountability efforts across the district. The role also serves as the district liaison with the North Carolina Department of Public Instruction and other external agencies to ensure compliance with testing regulations and accountability requirements.

**BCS Base Allotment Formula:** 1.0 District-Wide FTE (12 MOE).

## Testing Technician

**Contact:** Dr. Theresea Melenas, Director of Testing and Accountability

**Description:** The Testing Technician supports the district's testing and accountability program by coordinating the logistics and administration of state and local assessments. This role prepares the annual district testing calendar, organizes training events for school test coordinators, and orders, inventories, distributes, and returns secure testing materials while maintaining strict adherence to the State Testing Code of Ethics and test security procedures. The position assists schools and district staff in ensuring the accuracy of student testing data, helps prepare school and student level information for state accountability reporting, and supports the district NCSIS team with data collection, auditing, analysis, and reporting. The Testing Technician also performs administrative and clerical functions including maintaining records, ordering supplies, troubleshooting basic technology issues, and supporting daily operations of the testing office.

**BCS Base Allotment Formula:** 1.0 District-Wide FTE (12 MOE).

## NCSIS Support Technicians

**Contact:** Dr. Theresea Melenas, Director of Testing and Accountability

**Description:** The Computer Support Technician supports the district's student information systems and related technology by serving as a primary point of contact for NCSIS. This role assists with collecting, auditing, analyzing, and reporting student data while providing help desk support to school and district staff. The position trains users on Infinite Campus, Microsoft Excel, and Google applications and provides guidance to school personnel on maintaining accurate student records, including discipline data, course codes, and enrollment information. The technician also assists with developing forms and tools for departmental use and works with school staff to verify data accuracy and complete required reports, including end of year processes within the student information system.

**BCS Base Allotment Formula:** 2.0 12-month FTE (24 MOE) and 0.875 11-month FTE (9.6 MOE), totaling 34 MOE.

## NCSIS Coordinator

**Contact:** Dr. Theresea Melenas, Director of Testing and Accountability

**Description:** The Computer Consultant provides leadership and oversight for the district's student information systems and related user support functions. This role supervises computer support technicians and coordinates help desk services for NCSIS and other student information system users across the district. The position supports the collection, auditing, analysis, and reporting of student data while ensuring the accuracy and integrity of information maintained in district systems. The Computer Consultant also leads user training for school and district staff, assists with system configuration and troubleshooting, and works closely with school personnel to support enrollment processes, course coding, discipline reporting, and other student data functions. In addition, the role collaborates with district departments to improve processes, develop reporting tools, and ensure effective use of student information systems to support school operations and compliance requirements.

**BCS Base Allotment Formula:** 1.0 District-Wide FTE (12 MOE).

# Grant Funded Positions

**Position Description:** *These positions exist solely because a specific grant was provided for them. The positions listed below may recur for the 2026-27 school year but will be confirmed when funding is guaranteed.*

## CCEIS Behavior Assistant

**Contact:** Dr. Mindy Conner, EC Director

**Description:** The CCEIS Behavior Support Assistant provides direct support to students and school staff by implementing and reinforcing evidence and research based behavior intervention strategies. This role works closely with Behavior Outreach Specialists, Behavior Specialists, and school staff to model effective behavioral supports, assist in developing and implementing intervention and crisis plans, and ensure strategies are carried out with fidelity. The position collects and monitors behavioral and attendance data, helps stabilize students with challenging behaviors, and supports transitions between educational settings. Behavior Support Assistants also assist with delivering behavior focused curriculum, including for students receiving homebound services, and collaborate with school teams to maintain consistent behavioral supports and gradually transition responsibility for interventions to school staff.

**BCS Base Allotment Formula:** 78 MOE distributed to school sites based on the discretion of the EC department.

## CCEIS Behavior Specialist

**Contact:** Dr. Mindy Conner, EC Director

**Description:** The CCEIS Behavior Specialist supports students with exceptional needs by providing targeted behavioral interventions and strategies to promote positive behavior, social-emotional development, and academic success. This role works closely with teachers, administrators, support staff, and families to assess student needs, develop and implement behavior intervention plans, and model effective behavior management techniques. The CCEIS Behavior Specialist monitors student progress, provides coaching and professional support to staff, and uses data to adjust interventions, ensuring students receive consistent, developmentally appropriate behavioral support across school settings.

**BCS Base Allotment Formula:** 2.0 FTE (20 MOE) of centrally based staff.

## CCEIS Transition Specialist

**Contact:** Dr. Mindy Conner, EC Director

**Description:** The CCEIS Transition Specialist supports students as they move between intervention based programs and their regular school setting by developing and implementing individualized transition plans in collaboration with school staff, students, and families. This role provides direct support to students during entry and reentry, monitors academic, social, and behavioral progress, and adjusts support as needed to promote successful transitions. The position serves as a liaison between schools, intervention programs, families, and district supports while coordinating wraparound services such as counseling, mental health, and community resources. The specialist also facilitates transition meetings, provides consultation and coaching to school staff on effective transition and behavior support strategies, maintains records of services and progress, and collects and analyzes student outcome data to support program improvement and district reporting.

**BCS Base Allotment Formula:** 1.0 FTE (10 MOE) of a centrally based position.

## CCEIS High School Student Success Coordinator

**Contact:** Dr. Mindy Conner, EC Director

**Description:** The CCEIS High School Student Success Coordinator supports high school students by coordinating targeted academic, behavioral, and social-emotional interventions designed to improve student outcomes and reduce barriers to success. Working in alignment with the district's Coordinated Early Intervening Services (CCEIS) framework, the coordinator collaborates with school staff, administrators, and families to identify students in need of additional support, monitor progress, and implement strategies that promote engagement, achievement, and positive behavior. The role also involves analyzing student data, coordinating support services, and helping ensure compliance with federal and district requirements related to intervention programs while fostering a supportive environment that helps students stay on track for graduation and postsecondary success.

**BCS Base Allotment Formula:** 1.0 FTE (10 MOE) of a centrally based position.

## CCEIS Principal Mentor

**Contact:** Dr. Mindy Conner, EC Director

**Description:** The CCEIS Principal Mentor provides coaching and leadership support to school principals and leadership teams in schools identified with high rates of discipline referrals, suspensions, and disproportionality. This role works directly with principals to analyze discipline data, identify patterns, and develop action plans that strengthen schoolwide systems aligned with MTSS, PBIS, and CCEIS goals. The position supports the implementation of restorative practices, trauma informed leadership, and culturally responsive approaches to improve school climate and behavioral outcomes. The mentor collaborates with district teams and school leaders to align discipline practices with district expectations, facilitates leadership team discussions focused on continuous improvement, and provides professional learning to administrators and staff. The role also monitors progress toward district goals, supports data based decision making, and provides updates and recommendations to district leadership regarding program implementation and improvement efforts.

**BCS Base Allotment Formula:** 1.0 FTE (12 MOE) of a centrally based position.

## CCEIS Social Emotional Behavior Specialist

**Contact:** Dr. Mindy Conner, EC Director

**Description:** The Social Emotional Behavior Specialist supports the implementation and monitoring of the district's Comprehensive Coordinated Early Intervening Services (CCEIS) plan by working with school based teams to address the needs of students requiring intensive behavioral and social emotional support. This role collaborates with school Tier 3 problem solving teams to develop and recommend targeted interventions, monitor implementation fidelity, and provide accountability for intervention plans. The position analyzes student and district level behavior data, participates in district CCEIS and at risk meetings, and works with district staff to identify trends related to student discipline and exclusion. The specialist also interprets assessment data, supports schools in implementing effective behavior strategies, and provides or coordinates professional development for school staff delivering behavioral interventions.

**BCS Base Allotment Formula:** 1.0 FTE (12 MOE) of a centrally based position.

## Career Academy Success Advocate

**Contact:** Dr. Jennifer Reed, Associate Superintendent of Curriculum and Instruction

**Description:** The Career Academy Success Advocate supports a cohort of at-risk students at Erwin High School by providing individualized academic, career, and personal guidance to help them graduate prepared for post-secondary success in college, career, or the military. This role involves collaborating with school staff to develop graduation plans, monitoring student progress, and engaging families to address academic or attendance challenges. The Advocate facilitates career exploration through field trips, job shadowing, internships, and credentialing opportunities, tailoring each student's high school experience to align with their goals. This is a 10-month, grant-funded position.

**BCS Base Allotment Formula:** 10 MOE distributed to Erwin High School.

## BCS Learning Labs Preschool Coordinator

**Contact:** Dr. Jennifer Reed, Associate Superintendent of Curriculum and Instruction

**Description:** The BCS Learning Labs Preschool Coordinator oversees the operation and administration of the district's Learning Lab preschool programs located at Buncombe County high schools. This role leads and supervises program staff, develops and implements curriculum and program policies, and ensures that instructional practices support the educational development of young children while also supporting the professional growth of staff. The coordinator manages daily program operations including enrollment, family communication, budgeting, and compliance with state licensing requirements, while also analyzing student data to guide program improvement. In collaboration with district departments and Career and Technical Education partners, the coordinator helps align the preschool program with broader workforce development initiatives and ensures high-quality early childhood learning experiences.

**BCS Base Allotment Formula:** 1.0 FTE (12 MOE) of a centrally based position.

## Responsive Programming Coordinator/Middle School Interventionist

**Contact:** Dr. Jennifer Reed, Associate Superintendent of Curriculum and Instruction

**Description:** The Responsive Programming Coordinator/Middle School Interventionist (RPCI) at Owen Middle School works to close opportunity gaps by providing academic, social-emotional, and enrichment support for students both during and after school. This role develops and implements after-school clubs, tutoring, and intervention programs aligned with the North Carolina Portrait of a Graduate, while collaborating with teachers, parents, community partners, and local organizations to identify student needs and create individualized support plans. The RPCI provides direct instruction in literacy and math for students who are off track, monitors progress through data collection and assessment, and supports teachers with professional development. Additionally, the coordinator builds meaningful relationships with students, manages program logistics, and ensures that all initiatives promote student engagement, academic growth, and preparation for high school, college, and career success.

**BCS Base Allotment Formula:** 1.0 FTE (11 MOE) at CD Owen Middle School.

## Credit Recovery Facilitator

**Contact:** Dr. Jennifer Reed, Associate Superintendent of Curriculum and Instruction

**Description:** The Credit Recovery Facilitator supports student achievement at the secondary level by overseeing the implementation of a school-level credit recovery program under the direction of the principal. This role involves supervising students enrolled in credit recovery courses, assisting with onboarding into educational software, monitoring progress and attendance, and communicating regularly with school staff, students, and families to ensure course completion. It is a temporary, grant-funded, 10-month position classified as instructional assistant for payroll purposes.

**BCS Base Allotment Formula:** 20 MOE (One 10-month and two 5-month positions) are distributed among High Schools based on student need.