

Vance County Board of Education  
Henderson, N. C. 27536  
October 10, 2011 7:00 p.m.  
Administrative Services Center

A G E N D A

- I. Call to Order
  - II. Moment of Silence
  - \* III. Approval of Minutes
  - \* IV. Approval of Meeting Agenda
  - V. Recognitions/Announcements
    - A. Carolyn Harris
  - VI. Comments from the Public  
(Citizens who would like to address the Board may do so by completing Form BDDH-E, Public Participation at Board Meetings. This request must be made by noon one working day preceding the regular Board meeting. The form may be obtained by calling the Administrative Assistant to the Superintendent at 492-2127, ext. 2202.)
    - A. Janice Hargrove (Attachment VI.A)
  - VII. Superintendent's Report
    - A. Teen Outreach Program (Attachment VII.A)
    - B. Testing Presentation
    - \* C. Beginning Teacher Support Plan for 2011-2012 (Attachment VII.C)
    - \* D. 2011-2012 Fiscal Year Budget Resolution (Attachment VII.D)
    - \* E. Voting Delegates for 42<sup>nd</sup> Annual NCSBA Conference (Attachment VII.E)
    - \* F. November Board Meeting Date
  - VIII. Board of Education Standing Committees
    - \* A. Personnel: Ronald B. Kinsley, Chair (Attachment)
    - B. Finance: Gloria J. White, Chair
    - \* C. Building & Grounds: Ruth M. Hartness, Chair (Attachment)
    - D. Policy: Darlynn P. Oxendine, Chair (Attachment)
    - E. Curriculum: Emeron J. Cash, Chair (Attachment)
    - \* F. Community Relations: Dorothy M. Williams, Chair (Attachment)
  - IX. New Business
  - X. Recurring Items
    - A. Overnight Field Trip Request
    - B. Out of County Transfer Request
  - \* XI. Executive Session  
Approval of Minutes, Property, Legal, Personnel Matters
  - \* XII. Adjournment
- \* Requires Board Action

## Minutes of the Vance County Board of Education

September 12, 2011

The Vance County Board of Education met in regular session on Monday, September 12, 2011, 7:00 p.m., Administrative Services Center Board Room. Board members present were: Margaret A. Ellis, Chair, Gloria J. White, Vice Chair, Emeron J. Cash, Ruth M. Hartness, Ronald B. Kinsley, Darlynn P. Oxendine, and Dorothy M. Williams. Senior staff members present were: Ronald E. Gregory, Superintendent, Wil McLean, Executive Director of Human Resources, Dr. Trixie Brooks, Executive Director of Curriculum and Instruction, Steven Graham, Finance Officer, Terri Hedrick, Public Information Officer, Claiborne Woods, Director of Facilities, and Jerry Stainback, Attorney for the Board.

1. Mrs. Ellis called the meeting to order at 7:00 p.m. and welcomed everyone attending. A moment of silence was observed.
2. Upon motion by Mrs. Hartness, second by Mrs. White, the Board unanimously (7-0) approved the minutes of the August 8 & 31, 2011 meetings as presented.
3. Upon motion by Mrs. White, second by Mrs. Hartness, the Board unanimously (7-0) approved the meeting agenda with the following additions.
  - Add Attachment VII.C to Board Redistricting
  - Add Personnel Addendum to VIII.A
  - Add Minutes to VIII.F, Community Relations (Board Approval Needed)
  - Add 1 Overnight Field Trip Request to X.A (Board Approval Needed)
4. Recognitions/Announcements - none
5. Comments from the Public – none
6. Superintendent's Report
  - (1) Upon motion by Mr. Cash, second by Mrs. White, the Board unanimously (7-0) approved the Listing of Bank Signature Authorities for the 2011-2012 fiscal year.
  - (2) Mr. Gregory made a recommendation to the Board that the time of operation on Teacher Workdays be adjusted. He recommended the hours of 9:00 a.m. – 3:00 p.m. for the remaining nine (9) workdays between October 7, 2011 and June 13, 2012. This would apply only to teachers and teacher assistants. He stated that due to lack of funding for substitutes, teachers have stepped up to cover classes and at the high school level given up their planning period.

Upon motion by Mrs. Oxendine, second by Mrs. White, the Board unanimously (7-0) voted to approve the hours of 9:00 a.m. – 3:00 p.m. on Teacher Workdays for teachers and teacher assistants.

- (3) Mr. Stainback stated the Board of Education must redistrict this year based on the 2010 U. S. Census. At this time, the districts are not equal and do not meet the one man, one vote principle and the districts are in excess of the 10% deviation allowed by the United States Constitution and the 1964 Civil Rights Act. Mr. Stainback presented a Resolution that states the Board of Education finds the population among the Vance County electoral districts is not equal and that the districts shall be redrawn so that the quotients obtained by dividing the sum of the population of each district by the number of Board of Education members apportioned to the district are as nearly equal as practical, and each district shall be composed of territory within a continuous boundary. This is what the law requires.

Upon motion by Mrs. Hartness, second by Ms. Williams, the Board unanimously (7-0) approved the Resolution to Authorize the Redefinition of the Vance County Electoral Districts.

**RESOLUTION BY THE  
VANCE COUNTY BOARD OF EDUCATION  
To Authorize the Redefinition of the Vance County Electoral Districts.**

**WHEREAS**, Vance County is divided into seven electoral districts for the purpose of nominating and electing persons to the Vance County Board of Education; and

**WHEREAS**, it is the responsibility of elected leadership to insure substantial equality of population among the electoral district; and

**WHEREAS**, subsequent to the 2010 U. S. Census, Vance County is able to compare the population of each district to insure the equality of population; and

**WHEREAS**, the comparison of population among the seven electoral districts reveals substantial inequality of the population among the districts; and

**WHEREAS**, pursuant to North Carolina General Statute 153A-22, the Vance County Board of Education is charged with making a finding of fact concerning the equality of population among the electoral districts.

**NOW, THEREFORE, BE IT RESOLVED** that the Vance County Board of Education hereby makes a finding of fact that the population among the Vance County electoral districts is NOT equal and the same shall be redrawn so that the quotients obtained by dividing the sum of the population of each district by the number of Board of Education members apportioned to the district are as nearly equal as practical, and each district shall be composed of territory within a continuous boundary.

This the 12<sup>th</sup> day of September, 2011.

Margaret Ellis, Chair, Vance County Board of Education

7. Board of Education Standing Committees

(1) Personnel – Mr. Kinsley reported that the committee met on September 6, 2011.

Upon motion by Mr. Kinsley, second by Mrs. White, the Board unanimously (7-0) approved the following personnel recommendations.

Appointments

|                   |                         |                  |               |
|-------------------|-------------------------|------------------|---------------|
| Brittany Barnes   | Grade 3 Teacher         | Aycock           | Eff. 08/17/11 |
| Jermiel Yancey    | After School Director   | Aycock           | Eff. 08/17/11 |
| Shuree Harper     | Grade 2 Teacher         | Dabney           | Eff. 08/17/11 |
| Luther Williams   | Cafeteria Assistant     | New Hope         | Eff. 08/25/11 |
| Jessica Canning   | Grade 3 Teacher         | Pinkston Street  | Eff. 08/17/11 |
| Sharonda Bullock  | Grade 2 Teacher         | Pinkston Street  | Eff. 08/17/11 |
| Cheryl Jones      | Grade 2 Teacher         | Pinkston Street  | Eff. 08/17/11 |
| Kimberly Harris   | E. C. Teacher Assistant | Pinkston Street  | Eff. 08/17/11 |
| Connetta Terry    | Pre-K Teacher Assistant | Pinkston Street  | Eff. 08/25/11 |
| Rence Harris      | E. C. Pre-K Teacher     | E. M. Rollins    | Eff. 08/25/11 |
| Beverly Tunstall  | Interim Teacher Asst.   | E. M. Rollins    | Eff. 08/17/11 |
| Tammy Pulliam     | Grade 3 Teacher         | L. B. Yancey     | Eff. 08/17/11 |
| Michelle Cooper   | Grade 5 Teacher         | L. B. Yancey     | Eff. 08/17/11 |
| Carolyn Tucker    | Grade 1 Teacher         | L. B. Yancey     | Eff. 08/23/11 |
| William Hawley    | Custodian               | L. B. Yancey     | Eff. 08/01/11 |
| James Hackbarth   | Science Teacher         | Eaton Johnson    | Eff. 08/23/11 |
| Willie Thomas     | Custodian               | Eaton Johnson    | Eff. 08/25/11 |
| Carrie Hoffler    | E. C. Teacher           | Henderson Middle | Eff. 08/17/11 |
| James Malcolm     | Art Teacher             | Henderson Middle | Eff. 08/23/11 |
| Quenton Sledge    | Math Teacher            | Henderson Middle | Eff. 08/22/11 |
| Wayne Gregory     | Math Teacher            | Henderson Middle | Eff. 08/22/11 |
| Andrea Anstead    | Science Teacher         | Henderson Middle | Eff. 08/25/11 |
| John Brady        | English Teacher         | Northern Vance   | Eff. 08/22/11 |
| Kevin Pierce      | P. E. Teacher           | Northern Vance   | Eff. Pending  |
| Starling Faulkner | CTE Teacher             | Northern Vance   | Eff. 08/17/11 |
| Ana Cortes        | ESL/Spanish Teacher     | Southern Vance   | Eff. 08/25/11 |
| Tamara Wade       | Math Teacher            | Southern Vance   | Eff. Pending  |
| Tiffany Cronin    | English Teacher         | Southern Vance   | Eff. 08/17/11 |
| Shelia Stanley    | CTE Teacher             | Southern Vance   | Eff. 08/17/11 |
| Tracy Jones-Allen | English Teacher         | Early College    | Eff. 08/17/11 |

Resignations

|                          |                      |               |               |
|--------------------------|----------------------|---------------|---------------|
| Cayce Lewis              | Grade 3 Teacher      | Aycock        | Eff. 08/15/11 |
| Dywanda Pettaway         | NC Wise Data Manager | Clarke        | Eff. 09/15/11 |
| Jenny Bilderback-Edwards | Pre-K Teacher        | E. M. Rollins | Eff. 09/21/11 |



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|                   |                 |                  |               |
|-------------------|-----------------|------------------|---------------|
| Jennifer Hall     | ESL Teacher     | E. M. Rollins    | Eff. 07/11/11 |
| Dominique Teasley | Grade 1 Teacher | L. B. Yancey     | Eff. 08/01/11 |
| James Richardson  | Art Teacher     | Zeb Vance        | Eff. 08/19/11 |
| Kelly Austin      | Chorus Teacher  | Henderson Middle | Eff. 08/10/11 |
| Nelly Scheffey    | Science Teacher | Henderson Middle | Eff. 08/24/11 |
| Irene Hamburger   | E. C. Teacher   | Northern Vance   | Eff. 08/17/11 |
| Mary Lundquist    | Spanish Teacher | Northern Vance   | Eff. 08/08/11 |
| Jonathan Russell  | P. E. Teacher   | Northern Vance   | Eff. 08/18/11 |
| Melinda Goodson   | P. E. Teacher   | Northern Vance   | Eff. 09/15/11 |
| Connie Register   | English Teacher | Southern Vance   | Eff. 08/04/11 |

Leaves of Absence

|                    |                        |                  |               |
|--------------------|------------------------|------------------|---------------|
| David Pitman       | CN Warehouse Driver    | Central Office   | Eff. 08/15/11 |
| Tara Norwood       | Grade 1 Teacher        | Aycock           | Eff. 08/17/11 |
| Barbara Young      | Teacher Assistant      | New Hope         | Eff. 08/17/11 |
| Kelly Nesbitt      | E. C. Teacher          | Pinkston Street  | Eff. 08/17/11 |
| Rachel Daye        | Teacher Assistant      | Pinkston Street  | Eff. 08/17/11 |
| Joann Robinson     | Reading Teacher        | E. M. Rollins    | Eff. 08/17/11 |
| Megan Parrish      | Grade 2 Teacher        | E. O. Young      | Eff. 08/17/11 |
| Betty Barnes       | Grade 3 Teacher        | Zeb Vance        | Eff. 08/17/11 |
| Ayana Lewis        | Bookkeeper             | Henderson Middle | Eff. 08/11/11 |
| Shirley Foster     | Driver Education Asst. | Northern Vance   | Eff. 07/01/11 |
| Ana Topliceanu     | Science Teacher        | Northern Vance   | Eff. 08/17/11 |
| Barbara Hawkins    | E. C. Teacher Asst.    | Southern Vance   | Eff. 08/17/11 |
| Akisha Baskerville | Counselor              | Henderson Middle | Eff. 09/06/11 |

Transfers

|                  |                              |                   |               |
|------------------|------------------------------|-------------------|---------------|
| Clarence White   | (f) E. C. Teacher            | Southern Vance    | Eff. 10/01/11 |
|                  | (t) Homebound Teacher        | Central Office    |               |
| Lillian Dawson   | (f) Teacher Assistant        | Pinkston Street   | Eff. 08/17/11 |
|                  | (t) Media Assistant          | Aycock            |               |
| Xalti Zuleta     | (f) ESL Teacher              | Northern Vance    | Eff. 08/17/11 |
|                  | (t) ESL Teacher              | Clarke            |               |
| Constance Seward | (f) Teacher Asst./Bus Driver | Clarke            | Eff. 08/17/11 |
|                  | (t) Teacher Assistant        | Clarke            |               |
| Sarah Williams   | (f) Teacher Assistant        | Dabney            | Eff. 08/17/11 |
|                  | (t) Teacher Asst./Bus Driver | Dabney            |               |
| Nita Henderson   | (f) Assistant Principal      | New Hope/EO Young | Eff. 08/01/11 |
|                  | (t) Assistant Principal      | New Hope/Carver   |               |
| Amy Booker       | (f) ESL Teacher Assistant    | Henderson Middle  | Eff. 08/17/11 |
|                  | (t) ESL Teacher              | E. M. Rollins     |               |
| Mary Marrow      | (f) E. C. Teacher Assistant  | E. M. Rollins     | Eff. 08/17/11 |
|                  | (t) Teacher Assistant        | E. M. Rollins     |               |

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|                       |  |   |               |
|-----------------------|--|---|---------------|
| Brenda Cobbins        | (f) E. C. Teacher Assistant<br>(t) Teacher Assistant           | E. M. Rollins<br>E. M. Rollins            | Eff. 08/17/11 |
| Gail Martin           | (f) Cafeteria Assistant<br>(t) Cafeteria Assistant             | Henderson Middle<br>E. M. Rollins         | Eff. 08/19/11 |
| Shearlyn Taylor       | (f) E. C. Teacher Assistant<br>(t) Teacher Assistant           | L. B. Yancey<br>L. B. Yancey              | Eff. 08/17/11 |
| Robin Sanders         | (f) Language Arts<br>(t) Grade 5 Teacher                       | Henderson Middle<br>Pinkston Street       | Eff. 08/17/11 |
| Edna Bartley Hargrove | (f) E. C. Teacher<br>(t) E. C. Teacher                         | E. O. Young<br>Pinkston Street            | Eff. 08/17/11 |
| Jessica Norwood       | (f) Art Teacher<br>(t) Art Teacher                             | E. M. Rollins<br>Zeb Vance                | Eff. 08/17/11 |
| Clara Thorpe          | (f) E. C. Teacher Assistant<br>(t) Media Assistant             | Henderson Middle<br>Zeb Vance             | Eff. 08/17/11 |
| Devette McClary       | (f) E. C. Teacher Assistant<br>(t) Media Assistant             | Northern Vance<br>Eaton Johnson           | Eff. 08/17/11 |
| Linda Teague          | (f) Teacher Assistant/<br>Bus Monitor<br>(t) Teacher Assistant | Eaton Johnson/<br>Aycock<br>Eaton Johnson | Eff. 08/17/11 |
| Curtis Durham         | (f) Cafeteria Assistant<br>(t) Custodian                       | Clarke<br>Eaton Johnson                   | Eff. 08/29/11 |
| Melissa Cotten        | (f) Cafeteria Assistant<br>(t) Cafeteria Assistant             | Northern Vance<br>Eaton Johnson           | Eff. 08/19/11 |
| Tracy Talley          | (f) Cafeteria Assistant<br>(t) Cafeteria Assistant             | Northern Vance<br>Eaton Johnson           | Eff. 08/19/11 |
| Joan McLaughlin       | (f) Computer Teacher<br>(t) Science Teacher                    | E. M. Rollins<br>Henderson Middle         | Eff. 08/17/11 |
| Arlene Wright         | (f) E. C. Teacher Assistant<br>(t) E. C. Teacher Assistant     | Eaton Johnson<br>Northern Vance           | Eff. 08/17/11 |
| Wanda Parham          | (f) E. C. Teacher Assistant<br>(t) E. C. Teacher Assistant     | Southern Vance<br>Northern Vance          | Eff. 08/17/11 |
| Cathy Creech          | (f) Cafeteria Assistant<br>(t) Cafeteria Assistant             | Eaton Johnson<br>Northern Vance           | Eff. 08/19/11 |
| Barbara Lucas         | (f) Custodian<br>(t) Custodian                                 | Eaton Johnson<br>Southern Vance           | Eff. 08/25/11 |
| Lewis Young           | (f) CTE Teacher<br>(t) CTE Teacher                             | Southern Vance<br>Western Vance           | Eff. 08/17/11 |

Bus Drivers

|                   |            |                |
|-------------------|------------|----------------|
| Robin Boyd        | Bus Driver | E. O. Young    |
| Kathy Perry       | Bus Driver | Clarke         |
| Jacquelyn Haywood | Bus Driver | Northern Vance |

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|                 |                       |                |
|-----------------|-----------------------|----------------|
| Preston Hunter  | Bus Driver            | Southern Vance |
| Lawanda Debnam  | Bus Driver            | Southern Vance |
| Judy Creech     | Substitute Bus Driver |                |
| Riyaldn Johnson | Substitute Bus Driver |                |

- (2) Finance – Mrs. White reported the committee did not meet. Mr. Graham stated the next meeting is scheduled for September 28, 2011. However, instead of a committee meeting, he may request a budget work session for the full Board. It is anticipated the 2011-2012 Budget will be adopted at the October 10, 2011 Board Meeting.
- (3) Building and Grounds – Mrs. Hartness reported that the committee did not meet. Mr. Woods briefly updated the Board on construction projects.
  - (a) Phase 1 of the Northern Vance High School HVAC project has been completed. Students and staff are very pleased with the changes.
  - (b) The brick work on the multipurpose rooms at E. M. Rollins Elementary and L. B. Yancey Elementary is complete. Brick work at New Hope Elementary should be completed on September 13, 2011. Electrical and plumbing are being done at the sites.
  - (c) Mr. Gregory asked Board members to visit New Hope Elementary and look at the renovations done to the restrooms over the summer.
- (4) Policy – Mrs. Oxendine reported that the committee did not meet. The committee will meet on September 27, 2011 at 5:30 p.m.
- (5) Curriculum – Mr. Cash reported the committee did not meet. The next meeting is scheduled for September 21, 2011.
- (6) Community Relations – Ms. Williams reported the committee met August 9, 2011. There were no new developments on redistricting to report. Mrs. Hedrick is continuing to look at ways to improve parent involvement in the schools. A PTA Council meeting will be scheduled for late September.

Ms. Williams also reported that the committee met on September 7, 2011. Items discussed included redistricting, PTA or PTO and upcoming events.

- (a) Ms. Williams reported Mrs. Hedrick is currently contacting principals to get their thoughts on maintaining a PTA at each school or allowing schools to establish PTOs. Nine (9) principals have responded so far with the majority in favor of establishing PTOs. The PTA Council will meet in September to discuss the issue. Mrs. Hedrick

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stated the PTA is a state association that receives a portion of the membership fees paid by parents. Parent involvement has declined since PTAs were established at the schools. Mr. Gregory stated that parents were more involved when the schools had established PTOs. Parents knew the funding remained at their school and not sent to the state organization.

- (b) Mr. Gregory stated Mrs. Ellis had asked about the television broadcasting program at Southern Vance High School. During the committee meeting, Mrs. Hedrick was asked to contact Vance Granville Community College about forming a partnership to see how we can get our students involved since we have the equipment available. If the school system can get our students involved through the journalism process and television process, it would save money from hiring an outside person.
- (c) Mr. Stainback reported to the Board on redistricting. The Vance County Board of Education must redistrict based on the 2010 U. S. Census data. The Board passed a resolution recognizing the need for redistricting. Mr. Stainback stated the Board can work with the County Commissioners, adopt the County's plan or can prepare their own districts. He stated there are no requirements that the districts must be identical. The districts have been the same since 1988. Mr. Stainback recommended the Board approve a motion to allow the Community Relations Committee to continue to study the issues for purposes of compliance with the laws, rules, and regulations required by the Department of Justice and Office of Civil Rights and report back to the full Board a proposed plan. The School Board must report a plan by December 1, 2011.

Mrs. White made a motion to accept the County Commissioners proposed plan. Mrs. Oxendine seconded the motion. Mrs. Ellis called for discussion.

Mr. Stainback stated the Board is charged with making their own independent evaluation. It would be premature for the Board to approve the motion without conducting a study. The Board is not rejecting the county's plan. The Board is charged with the duty, responsibility and the ultimate decision for redistricting.

Board members briefly discussed whether a motion is needed. Mr. Stainback stated the Board needs to send the discussion back to the Community Relations Committee for further study. Currently, Mr. Kinsley represents District 4. The proposed plan by the County Commissioners includes Ruth Hartness and Ronald Kinsley in District 7.

Board members further discussed the redistricting proposal and whether to continue with the motion on the table or refer the issue back to the Community Relations Committee for review. Members discussed the timeline for getting the redistricting completed. Ms. Williams informed members that the Community Relations Committee will meet the next day, September 13, 2011, at 5:30 pm. She invited all Board

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members to attend the meeting to further review and discuss the plan. Board members agreed to send the issue back to the committee for review.

Mrs. White rescinded her motion.

8. New Business

Mr. Gregory announced the N. C. School Boards Association's District Meeting is scheduled for Wednesday, September 14, 2011 in Wilson, NC. Board members will meet at the Administrative Services Center at 1:15 p.m. to carpool.

9. Upon motion by Mrs. Hartness, second by Mrs. Oxendine, the Board unanimously (7-0) approved the following overnight field trip.

- October 7-9, 2011 – EJMS, HMS, NVHS, SVHS, WVHS / TRU-SWAT “Students Warning Against Tobacco” – Eastern Region Youth Summit, Camp Don Lee, Arapahoe, NC

10. Upon motion by Mrs. Hartness, second by Mrs. White, the Board voted unanimously (7-0) to approve the following out of county student transfer requests.

- Cates, Ahniya Zarae from Durham Co./Eno Valley Elem. to Vance Co./Pinkston Street Elem.
- Cates, Ahriana Zanye from Durham Co./Eno Valley Elem. to Vance Co./Pinkston Street Elem.
- Cates, Ahzaria Zakole from Durham Co./Eno Valley Elem. to Vance Co./Pinkston Street Elem.
- Jones, Nyjer A. from Warren Co./ to Vance Co./Henderson Middle
- Jones, Shaelyn A. from Warren Co./ to Vance Co./Carver Elementary

11. Upon motion by Mrs. Ellis, second by Mrs. White, the Board voted unanimously (7-0) to go into closed session pursuant to the provisions of North Carolina General Statutes 143-318.11 for the purpose of approving executive session minutes and discussing legal, personnel, and property issues pursuant to subsection (a) of said statute at 7:45 p.m.

12. The Board returned to open session at 7:54 p.m.

13. Being no further business, upon motion by Mrs. Oxendine, second by Mr. Cash, and unanimous (7-0) vote, the Board adjourned at 7:54 p.m.

## Minutes of the Vance County Board of Education

September 28, 2011

The Vance County Board of Education met in a called meeting on Wednesday, September 28, 2011, 5:30 p.m., Administrative Services Center Conference Room. Board members present were: Margaret A. Ellis, Chair, Ruth M. Hartness, Ronald B. Kinsley, and Dorothy M. Williams. Gloria J. White, Vice Chair, was unable to attend. Senior staff members present were: Ronald E. Gregory, Superintendent, and Steven Graham, Finance Officer.

1. Mrs. Ellis called the meeting to order at 5:30 p.m.
2. Upon motion by Mrs. Hartness, second by Ms. Williams, the Board unanimously (4-0) approved the meeting agenda.
3. Board members Emeron J. Cash and Darlynn Oxendine joined the meeting.
4. Mr. Gregory stated the purpose of the meeting was to present the 2011-2012 budgets for the State, Federal and Local Funds. He turned the meeting over to Steven Graham.
5. Mr. Graham presented the 2011-2012 School Budgets for State, Federal and Local Funds. Capital Outlay, Child Nutrition and After School Child Care budgets were previously reviewed. The full budget package will be presented at the October 10, 2011 School Board Meeting for adoption.
  - (a) The initial allotment for State Budget Funds for 2011-2012 is \$41,843,674. The allotment is based on an ADM (Average Daily Membership) of 7,003 compared to last year's ADM of 7,270. Mr. Graham noted that the State re-instated funds for clerical assistants, custodians and substitutes which had been cut in 2010-2011 to cover the state budget shortfall. Classroom supplies, materials and equipment received a 30.30% increase over last year. Central Office Administration was decreased by 13.91% as well as Driver Training decreased by 21.37%.

Mr. Graham shared a spreadsheet detailing the initial allotment history for State Public School Funds between 2008-2009 and 2011-2012. Discretionary reversions have increased over the years from \$513,793 in 2008-2009 to \$2,028,527 in 2011-2012. Funds sent back to the State since 2008-2009 due to discretionary reversions total \$5,189,679. The total amount of dollars lost since 2008-2009 is \$9,306,825.

- (b) Planning allotments are used to prepare the Federal Budget due to the Federal Government's Fiscal Year which runs October through September. In addition to the planning allotments, budget carryovers from the previous year are included in the initial budget. The Federal Budget totals \$10,310,291.53. Included is the Education Jobs Fund allotment of \$1,430,946. These funds were provided to support and restore school-based personnel and can only be used at the school level. The funds are non-recurring and must be obligated by September 30, 2012.



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- (c) The Local Budget includes the County Appropriation – Current Expenses and Fines & Forfeitures totaling \$7,477,440 and is known as Fund 2. Per statutory law, Charter Schools are entitled to a portion of these funds based on the number of students enrolled in the Charter School. As a result of this law, a Fund 8 was created for other restricted funds. The largest expenses covered through Local Current Expense are general operations at \$1,028,333 and Operation of Plant at \$3,920,826.

Mr. Graham stated fines and forfeitures have decreased by 41.43% from the previous year and have steadily decreased since 2008. He has contacted Steve Stanton, Finance Officer for Vance County, to get a better understanding as to why the funds are decreasing.

Board members briefly discussed the decrease in fines and forfeitures. Mr. Gregory was asked to contact Jerry Stainback, Board Attorney, to look into the matter.

- (d) Mr. Graham presented a budget of \$2,600,890 for Fund 8 – Other Restricted Funds. Fund 8 was established for local funds that the Charter Schools are not entitled to. Included in this budget is \$1,030,000 for teacher supplements, \$165,400 for indirect cost – federal programs, \$190,000 for Medicaid administrative claims program, and \$836,167 for restricted fund balance appropriated.

Mr. Graham concluded his presentation. He stated the budget for 2011-2012 will be presented to the Vance County Board of Education for approval at the regular meeting on October 10, 2011. He requested Board Members to review the budget and footnotes and to contact him if there were any questions.

6. Mrs. Hartness requested a copy of the full budget for the Golden Leaf Grant. She is interested in how the program will be sustained. Mr. Graham will send her a copy. Mr. Gregory asked Mr. Graham to send the budget to all Board Members.
7. Being no further business, upon motion by Mrs. Hartness, second by Mrs. Oxendine, and unanimous (6-0) vote, the Board adjourned at 6:20 p.m.

PUBLIC PARTICIPATION AT BOARD MEETINGS

VANCE COUNTY SCHOOLS  
1724 GRAHAM AVENUE  
P. O. BOX 7001  
HENDERSON, N. C. 27536

Date of Board Meeting Oct 10, 2011 Time of Meeting 7pm

Name, address, and telephone number of individual or organization wishing to appear before the Board:

Janice Hargrove and Chosen Generation staff  
252-715-16809

Name, address, and telephone number of the representative spokesman for the designated group:

Janice Hargrove

Number of persons expected in the group: 6

Give a concise statement describing the nature of the business to be brought before the Board:

How some children are not being treated fair in school and because a student plays in sport they are treated differently and the principal does not return call in a timely manner. Students with health issues parent wasn't notified of injury at school, which

I agree to direct all comments and questions to the Chairman of the Board of Education and to refrain from personal attacks upon Board members, staff, or other persons in attendance or absent. I also understand that discussion of matters, which are currently under legal review, will not be permitted.

cause student to be sent to Duke for a clothing treatment.

Janice Hargrove  
Petitioner

The regular monthly meeting of the Board is held on the second Monday of each month at 7:00 p.m. in the Administrative Services Center Board Room, 1724 Graham Avenue, Henderson, N. C. This completed form, or a written request including the above information, must be in the Office of the Superintendent by Friday noon preceding the Board meeting on Monday.

- Adopted: August 4, 1986
- Revised: April 5, 1993
- Revised: March 4, 1996
- Revised: June 9, 1997
- Revised: October 9, 2000
- Revised: May 26, 2004

T.O.P.

Teen Outreach Program

Proposed Location: Henderson Middle School

Target Population: 6<sup>th</sup>-7<sup>th</sup> grade students

Sponsoring Agency: Infinite Possibilities, Inc.

**Purpose:**

To implement the Teen Outreach Program (TOP) as an in-school elective at Henderson Middle School with 6<sup>th</sup> and 7<sup>th</sup> grade students. The TOP curriculum includes: values clarification, relationships, communication/assertiveness, influence, goal-setting, decision-making, human development and sexuality and community service learning. We believe the youth development program, TOP will greatly impact the lives of students in Vance County—working at the root of their positive development—and creating young people, fully prepared to succeed in professional, family, community life and deterring teen pregnancy.

**The Problem:**

Vance County is divided into ten (10) tracts based on the U.S. Census tract information. Of those tracts 9601 through 9610, three (3) are considered to have the highest poverty levels within the county; 9606 with a population of 2300 and a poverty level of 31.8%; 9607 the population is 4822 and a poverty level of 29.1% and lastly tract 9605 where the population is 5428 and a poverty level of 25.5%. All three (3) of these tracts respectively feed into Henderson Middle School. The National Center for Education Statistics provided by the U.S. Department of Education and North Carolina Department of Public Instruction reports Henderson Middle School ranks 499 out of the 617 middle schools in North Carolina. Approximately 60.5% of the student population is African-American, which according to research suggests a higher likelihood of academic failure and children living in poverty. Increased poverty stems from high drop-out, single-parent households or low paying jobs resulting in welfare dependency, high use of alcohol and other drugs, teenage pregnancy, violence and crime.

Currently there are two (2) TPPI funded Adolescent Parenting Programs and 1 Adolescent Pregnancy Prevention Program within the county; however, none target and serve students located within Henderson Middle School which is populated with children from the highest level of poverty U.S. Census tracts, and has one of the highest percentage of students receiving free/reduced lunch at 83.6%. According to research, middle school years are the most challenging years in adolescence. Even with three (3) current programs, Vance County still remains number one (1) within the state for teenage pregnancy, unemployment, and violent crimes. There is question as to whether these programs are reactive in their approach to educate teens in Vance County. The current programs serve teens who are already teen parents (APP), and high school students attending one (1) of the county's high schools which are not fed by the highest population of poverty in the County (APPP). These programs target teens after they have already entered into the most vulnerable age for unintended pregnancies, which leads the teens to being less receptive to information about behaviors which may result in negative consequences such as pregnancy. According to Feldman (2011), at the onset of adolescent years ages ten (10) and twelve (12) is where physical growth spurt is marked, also attribution patterns regarding success factors and belief systems regarding the link between school success and success in life is high during the middle school years.

**Works Cited:**

Feldman, R.S. (2011). *Development across the life span*. (6th ed.) New York, NY: Prentice Hall.  
NCDHHS- Division of Public Health, State Center of Health Statistics. Retrieved November 1, 2010, from [www.appcnc.org](http://www.appcnc.org)

**Solution to the Problem:**

Infinite Possibilities, Inc.'s teen TOP club will be facilitated by a trained, caring and competent adult. The facilitator will serve as a consistent support, creating an emotionally and physically safe environment and role model for every youth in TOP. The intervention activities of the TOP model will be implemented utilizing two-way communication, where the participants do the most of the talking and the facilitator guides learning through mini lectures and modeling. The learners, TOP participants, will be active and learn through experience. Using the TOP approach, with consistent structure the TOP model will be implemented with fidelity. The trained facilitator will create strong relationships with the teens in TOP fostering *positive adult guidance and support*; and display valuable skills in the facilitation of Changing Scenes lessons. The Changing Scenes lessons linked with community *service learning* will strengthen self-efficacy as students work, learn in *educational peer group meetings* and find success during the process and outcome of their projects. Students are highly expected choose and participate in a community service project of importance to them , providing them with a genuine opportunity to make and feel their impact.

Promoting positive self-development of adolescents through a combination of curriculum guided group discussion and volunteer service activity, the Agency agrees to implement TOP with age/grade appropriate groups in Vance County. The target population will include sixty to ninety (90) of the most vulnerable students, in grades six (6) through seven, (7) and their families enrolled at Henderson Middle School over the three (3) year course of the TOP model. The TOP teen club will operate within the normal nine (9) month school calendar. Staff will meet with program participants daily, Monday- Friday for a forty-five (45) minute time-frame during the school day; elective class time for sixth (6<sup>th</sup>) and seventh (7<sup>th</sup>) graders during the program first year. It is anticipated that 80% of these individuals will come from referrals from the school social workers who serve as the home-school-community liaison. The remaining 20% is anticipated to be referrals from other school staff such as administrators, school counselors and/or teachers.

**Recruitment of Participants**

If more than sixty (60) students are eligible for Infinite Possibilities, Inc.'s TOP club at Henderson Middle School within the first program year, those with higher points will receive priority placement.

| <b>Selection Criteria</b>           | <b>Points</b> | <b>Selection Criteria</b>                 | <b>Points</b> |
|-------------------------------------|---------------|---|---------------|
| Receives free or reduced lunch      | 4             | Has a sibling who dropped out of school   | 2             |
| Is failing one (1) or more subjects | 5             | Is home alone in the afternoon            | 2             |
| Is a minority                       | 4             | Failed or repeated one (1) or more grades | 3             |
| Works or tests below grade level    | 5             | Has a disability                          | 1             |
| Lives in a single parent household  | 4             | <b>Maximum Possible Score</b>             | <b>30</b>     |

**Program Components that Address Implementation Activities for TOP and Needs and Risk Factors of Our Target Population.**



1. *Family Involvement*: Parental influence is critical to a child's academic, physical and emotional success, so both high-risk students and their families will be targeted. Parents will be involved as partners in every aspect of planning and implementation of Infinite Possibilities, Inc.'s TOP including attending orientation sessions, chaperoning educational field trips, attending parent nights. Parents of identified students for participation in TOP will be required to complete parent permission forms, as provided by TOP, which will be modified to meet the needs of students in Vance County and attend parenting meetings which will be held three (3) different times per year along with an end of year program celebration.

2. *Enriching Learning Opportunities*: To effectively address the risk and protective factors of the program participants and lead to the reduction in teen pregnancy; Infinite Possibilities, Inc. agrees that this curriculum must be provided consistently and over time. The initial group of fifteen (15) to twenty-five (25) sixth (6<sup>th</sup>) graders will remain enrolled in the program for three (3) years. The Changing Scenes which is divided into four (4) stage appropriate levels will be utilized throughout program participants' participation in the program. During the first program year, the six<sup>th</sup> (6<sup>th</sup>) graders will explore Level I designed to focus on adolescent growth and development, relationships with family/friends, building self-esteem, and confronting influences that impact their lives and some of Level II which centers on self-awareness and dealing with emotions. During the second (2<sup>nd</sup>) year of the program TOP participants will complete Level II emphasizing accepting responsibility, and decision-making along with beginning Level III highlighting healthy attitudes and behavior in romantic relationships. Throughout the third (3<sup>rd</sup>) program year, as eighth (8<sup>th</sup>) graders students will complete Level III where the facilitator will help young people establish values that are in line with societal norms and acquire valuable life skills such as goal setting; and Level IV to help them prepare for the challenges they will face as they move into the next phase of their lives as high school students and carry over even into adulthood. Seventh (7<sup>th</sup>) grades students participating in the TOP model will follow the same criteria, exposing students to The Agency will use a phased in approach to build up serving more teens. Every year for the duration of the grant, another group of the most vulnerable students in grades six (6) will transition into TOP to accommodate eighty 80 students in the program over the three (3) year grant period. Students entering the program year one (1), contract beginning November 2011 will participate in the program for three (3) years, the second group of students beginning 2012 will participate in the program two (2) years, while the third group of sixth (6<sup>th</sup>) graders will participate for one (1) year. It is feasible to expose those youth entering the program for 1 year, some of the components of the curriculum than to not expose them at all. The differentiation of the school's grade level elective class schedule allows additional TOP clubs to be phased in.

Adulthood Preparation Subjects: Successful adolescent development is viewed as a product of instructing positive self development through self-esteem building, relationship dynamics, friendships, dating, romantic involvement, marriage, and family interactions. In addition adolescent development, such as the development of healthy attitudes and values about adolescent growth and development, body image, racial and ethnic diversity, and other related subjects such as healthy life skills: goal-setting, decision making, negotiation, communication and interpersonal skills, and stress management are important. Participants will also engage in the Connections: Dating and Emotions, research based program designed to prepare younger teens for the challenges of early relationships, develop healthy dating practices and build a solid foundation for the future. TOP participants will participate in extended



preparation subjects with 4-H, they will become familiar with the skills needed to advocate for service projects they are passionate about through presentations, and other healthy life skills training which will prepare them for adulthood. Participants will use Success for Teens, interactive workbook for establish goals, decision-making, conflict management, planning and building a solid plan for the future.

Educational Field Trips: Many area families are isolated and lack exposure to the outside world. TOP students will take field trips that correlate with curriculum topics and service learning. These trips will be planned by the Project Director and Coordinator with input from students, and parents. Destinations will include museums, colleges, APPCNC youth advocacy retreats, Annual Adolescent Advocacy Day at the legislature and other educationally stimulating environments that the targeted students may have never visited.

Incorporating Computer and Other Technology: Each TOP site will have access to modern computers. Students will explore and navigate the Internet, conduct research for service projects and other topics.

Service Learning: Students can improve feelings of self-worth through community service. Each student will participate in at least twenty (20) hours of community service projects (e.g. directly, indirectly or civic action). Parents will also be involved.

3. *Attention to Health and Safety Issues:* One (1) goal of Infinite Possibilities, Inc. is to provide students a safe, drug-free, supervised, and accessible environment. All program components are related to this goal directly or indirectly. Health issues are incorporated throughout the curricula. Using *The Changing Scenes*, curricula focus on enhancing healthy behaviors and reducing health risks lessons, the use of communication skills to enhance health; and implementation of goal-setting and decision-making skills that enhance health

Pregnancy Prevention: Youth today are exposed to media filled with excessive sexuality. Many young people are sexually promiscuous, and the teenage pregnancy rate is high. Although the presentation of sexual information is controversial and requires sensitivity, Infinite Possibilities, Inc. in collaboration with the local health department, Teen PEP will deliver a curriculum appropriate for its students (will include abstinence-based curricula). In conjunction with the curricula, information on topics such as AIDS, sexually transmitted diseases, date rape, and how to say *no* will be offered. Pregnancy prevention initiatives will be combined with the education strategies to improve students' self-esteem and self-management skills so they will be more committed to positive behaviors. Students who understand values of other and their own can associate them with productive courses of action. Special instruction will increase student awareness of negative messages and their impact on an individual's perspective. Students who are trained as assistant teachers will have increased self-esteem and personal responsibility. Furthermore, adolescents are more receptive to information presented by their peers (Teen PEP). Students need to have short- and long-term goals for their lives since this is the foundation of behavioral change. We will help students set realistic goals and help them to reach them.

4. *Transportation:* Providing transportation to community service learning projects, educational field trips, and colleges will be critical to the success of TOP because students in the target population served are impoverished and don't have reliable transportation.

5. *Qualified Staffing:* Experienced professionals concerned about high-risk students and committed to making a difference, will be selected to work in the program. North Carolina's required staff-to-student ratio will be maintained to ensure group sizes are manageable. Staff will receive professional training through APPCNC to maintain fidelity with TOP curriculum, to maintain

enthusiasm and learn the skills needed to work with youth. The program Director will share some responsibilities to reduce burnout.

Training the Program Coordinator/Facilitator: The TOP Program Coordinator will be provided with a clear outline of skills students need to master, team-based approaches, training programs based upon foundational ideas, instructional processes, curriculum content, and well-designed training with follow-up. Training will be provided on the *Changing Scenes* curricula, and Wyman's TOP through Adolescent Pregnancy Prevention Campaign of North Carolina (APPCNC). In addition staff will attend the Annual APPCNC conference and at least two (2) other professional development trainings.

Volunteer Mentors: Many youth lack positive role models. Infinite Possibilities, Inc will select at least ten (10) mentors to become caring friends for these students. Mentors will communicate with students through Internet e-mail. Identifying mentors in rural areas can be difficult. Mentors will be recruited through an active marketing program, word-of-mouth, and media stories. Law enforcement professionals, senior citizens, business men and women, members of the faith community, and older students will be solicited as volunteers. Mentors will be matched to students according to their interests and will provide assistance if needed with service learning projects, share an occasional lunch with their assigned student, and offer simple companionship. The program has design a mentoring manual, and training will be provided to mentors by Program Director.

6. *Motivation and Preparation of Students for Higher Learning:* High-risk students typically do not attend college or technical school. Many live in homes where uneducated parents have low expectations of their children and do not encourage them to continue their education. Most of these families are unfamiliar with college or technical school settings and do not know about financial resources, application procedures, or the benefits of a higher education. Infinite Possibilities, Inc. TOP will encourage and help these students to attend college or technical school. We will assess each participant's school performance and personal goals to develop a customized plan short- and long-term goal for their lives. For students who desire to go to college or technical school, we will design a comprehensive training program that will include (a) taking educational field trips with parents to the institutions to view the campus and meet staff or sit in real classes; (b) inviting college-educated mentors from their neighborhoods to speak to students about the importance of furthering their education; and (c) sponsoring a Saturday trip to colleges and technical schools; and (d) students will participate in the Annual Reclaiming Our Youth (ROY) college fair where college representatives visit Vance County at the Henderson Convention Center to meet prospective students and explain their programs.

7. *Links with Other Organizations to Provide Services:* Building trusting relationships with community, government, private nonprofit, business sector, faith-based, and volunteer organizations requires time and effort. Most agencies are focused on meeting needs in their service areas and do not appreciate the value of working together. Many community agencies and businesses do not see value in developing true partnerships with low performing school districts. Many are partners "on paper" but frequently do not provide ongoing and specific support. Since many of the program components necessitate partnerships with community organizations, *Infinite Possibilities, Inc. TOP* will make this happen! Infinite Possibilities, Inc. already collaborates with Franklin Granville Warren Adolescent Parenting Program (APP), with the Granville Vance Health Department's Teen Pregnancy Prevention Education Program (TEEN PEP) and Eckerd's Youth Alternatives' Adolescent Parenting Program (APP) to form a combined Community Advisory Committee; and Vance County 4-H.

**Funding:**

North Carolina Department of Health and Human Services:

Grant award is approximately \$100,000 annually. Contracts are awarded annually for a maximum of three years contingent upon contract compliance, project performance and availability of funding.

**Goals and Objectives:**

Participants in TOP will build a foundation of success from three essential goals:

- Healthy Behaviors – positive, constructive actions that allow young people to be successful now and later in life.
- Life Skills – competencies necessary to grow into healthy, self-sustaining adults.
- Sense of Purpose – knowledge of their own worth as they contribute to their communities through meaningful service.

Outcome Objective: *Teen Outreach Program* participants will report increased knowledge of sexual and reproductive health.

*Related Process Objectives:*

- Participants will participate in nine months of weekly experiential learning including sections focused on sexual and reproductive health information.
- Participants will take pre-tests and post-tests to determine changes in knowledge, attitudes and behavior from baseline to completion of program.

Outcome Objective: *Teen Outreach Program* participants will report greater community involvement and awareness.

- Participants will plan and implement 20 hours of community service followed by discussion of the experience.
- Participants will take pre-tests and post-tests to determine changes in knowledge, attitudes and behavior from baseline to completion of program.

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## OVERVIEW

*Changing Scenes* is a contemporary and innovative curriculum designed to support the classroom-based component of the Teen Outreach Program (TOP). The Teen Outreach Program is a nationally replicated youth development approach aimed at preventing primary teen pregnancy and helping young people make consistent progress in school.

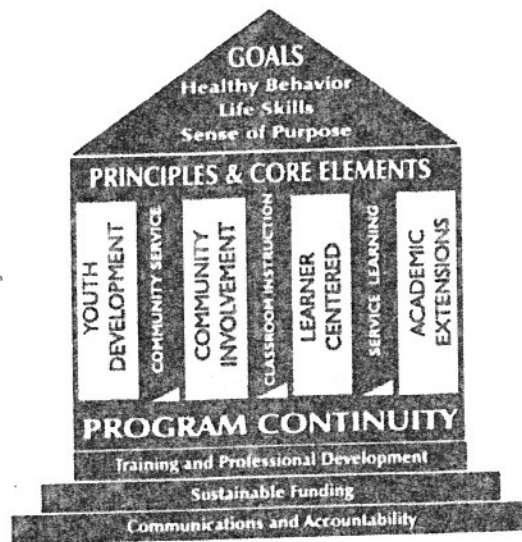
TOP principles rest on four "pillars" or touchstones of the program. The youth development approach encourages adults to value young people as assets and resources. Strong community-wide partnerships promote broad-based community involvement to insure program continuity. TOP participants receive learner-centered education, and can connect learning gained through the service experience to the classroom and vice versa through academic extensions built into the instructional design of the *Changing Scenes* curriculum.

The program components, Community Service, Classroom-based Activities and Service-learning are the conduits through which the goals and key principles are realized.

TOP participants receive consistent messages through values underlying the program. These values, which form the foundation of our society, embrace such concepts as adult responsibility to support young people through difficult times, respect for diversity and intolerance for prejudice and discrimina-

tion, the right to be safe and free of the threat to physical/emotional harm, responsibility for our own actions and consequences, and an obligation to promote our own well-being and that of our communities.

Teen Outreach can be implemented as a school-based program, and in out-of-school settings. The Teen Outreach Program can be offered in schools as a part of the regular school day, as a school-based after school program, in community-



TEEN OUTREACH PROGRAM FRAMEWORK

based organizations through youth service clubs and in a variety of settings where teens routinely meet. For more information regarding implementing TOP request a copy of, "Teen Outreach Program (TOP) Development and Administration: A Guide to Creating Local Models," from the Cornerstone Consulting Group, One Greenway Plaza, Suite 550, Houston, TX 77046-0103, (713) 627-2322 or (713) 627-3006 (fax).



## INTRODUCTION TO THE CURRICULUM

*Changing Scenes* is the educational tool used by the facilitator to guide the classroom component of the Teen Outreach Program. Through the use of age-appropriate content, current educational "best practices," activities and materials that encourage hands-on learning experience, *Changing Scenes* helps students chart their own course by giving them tools to navigate the difficult and sometimes threatening journey from adolescence to young adulthood. The curriculum is designed to:

- respond to current research and theory on youth developmental needs
- sustain young people through institutional, physical and social transitions
- support the TOP framework.

*Changing Scenes* is a youth development curriculum for young people between the ages of 12-17. Research shows that while there are some commonalities among young people in this age range, there are also many variations along the developmental continuum in relationship to needs, skills, and capabilities. The curriculum, divided into four levels, is designed to address the ever-shifting landscape of this population. Level I focuses on adolescents ages 12-13.

Adolescents who are 12 to 13 years old are experiencing changes in their physical, emotional, intellec-

tual and social development. Young people at this stage are entering puberty; they are overwhelmed by new emotions and body changes and have a greater interest in physical activities and creative expression than older teens. Though it is unrealistic to characterize all 12-13-year-olds in one way or another, there is some general knowledge about younger teens that can be helpful to anyone working with this population.

### **Developmental needs:**

The Center for Early Adolescence has defined seven developmental needs of adolescents that must be taken into consideration to ensure a successful program: I

### **Physical activity:**

Adolescents need a balance of activity and quiet relaxation; activities for adolescents at this stage should reflect variety in pacing and degree of difficulty.

### **Competence and achievement:**

Adolescents need opportunities to feel part of a group, receive approval, achieve success and recognition; they also need anonymity when feeling self-conscious or experiencing a dip in self-esteem.

### **Self-definition:**

Adolescents need frequent chances to reflect on themselves and their gender, racial and ethnic background, and religious beliefs and to talk with a trusted adult or a friend about who they are and how that feels.

### **Creative expression:**

Adolescents need many different opportunities to express feelings, thoughts, abilities, and interests in ways reflecting the variety of their backgrounds, experiences, and styles of expression.

### **Positive social interactions with peers and adults:**

Adolescents need opportunities to talk with adults and peers who will disclose their feelings, views, and values, and will give them support and companionship instead of criticism.

### **Structure and clear limits:**

Adolescents need clear expectations that will provide security, as well as opportunities to participate in the framing of rules and limits affecting them directly.

### **Meaningful participation:**

Adolescents need opportunities to plan the activities that shape their daily lives and to use their developing skills and talents to make a difference in their school or community.

### **Developmental tasks:**

All adolescents are working on five developmental tasks as they move through their teen years into adulthood. Levels of accomplishment of each of these tasks will vary among individuals but, in general, adolescents are doing the following:

### **Achieving independence from parent(s):**

Adolescents are beginning to detach from family and shift dependence from parents to peer group; they are still trusting of adults in general, but are beginning to test parental limits on behavior, sometimes resulting in family conflicts.

### **Establishing an identity:**

Adolescents are beginning to define self in terms of peer relationships rather than family relationships. Thus, belonging to a peer group is extremely important. They may experiment with roles outside the family and are very concerned about body image and physical self.

### **Establishing a sense of integrity, or morality:**

Adolescents base their sense of right or wrong on behaviors and beliefs of role models (e.g., parents, teachers, older teens, media personalities), but they are beginning to see situational aspects of right and wrong; they may temporarily reject family values and adopt peer values even when those conflict with their own previous values.

### **Trying to develop a more adult-like intellectual capacity:**

Adolescents' thinking is quite concrete, focused on the "here and now" and on their experience; young teens do not easily deal with the abstract or hypothetical, including the future and possible consequences and potential risks of behavior.

### **Special considerations related to physical development:**

Because younger adolescents are undergoing rapid physical and emotional changes during puberty, there are certain things facilitators can do to help them feel more comfortable with their own development and behavior.

- Avoid adding to feelings of self-consciousness. Avoid putting young adolescents "on the spot" or placing them in risky situations. When conducting group activities, allow a student to "pass" if he/she is uncomfortable. If students are having trouble forming small groups, use some structured way (pairing by numbers, alphabetically) so that some students are not left out. Don't allow others in the group to tease or make disparaging remarks about another member.

- Recognize the normalcy of dramatic mood swings. These result from hormonal changes and give

younger adolescents the appearance of behaving responsibly one moment, foolishly the next. Be patient and understanding and help by explaining that such swings are normal, although disconcerting to the young person who does not understand why his/her moods change so dramatically.

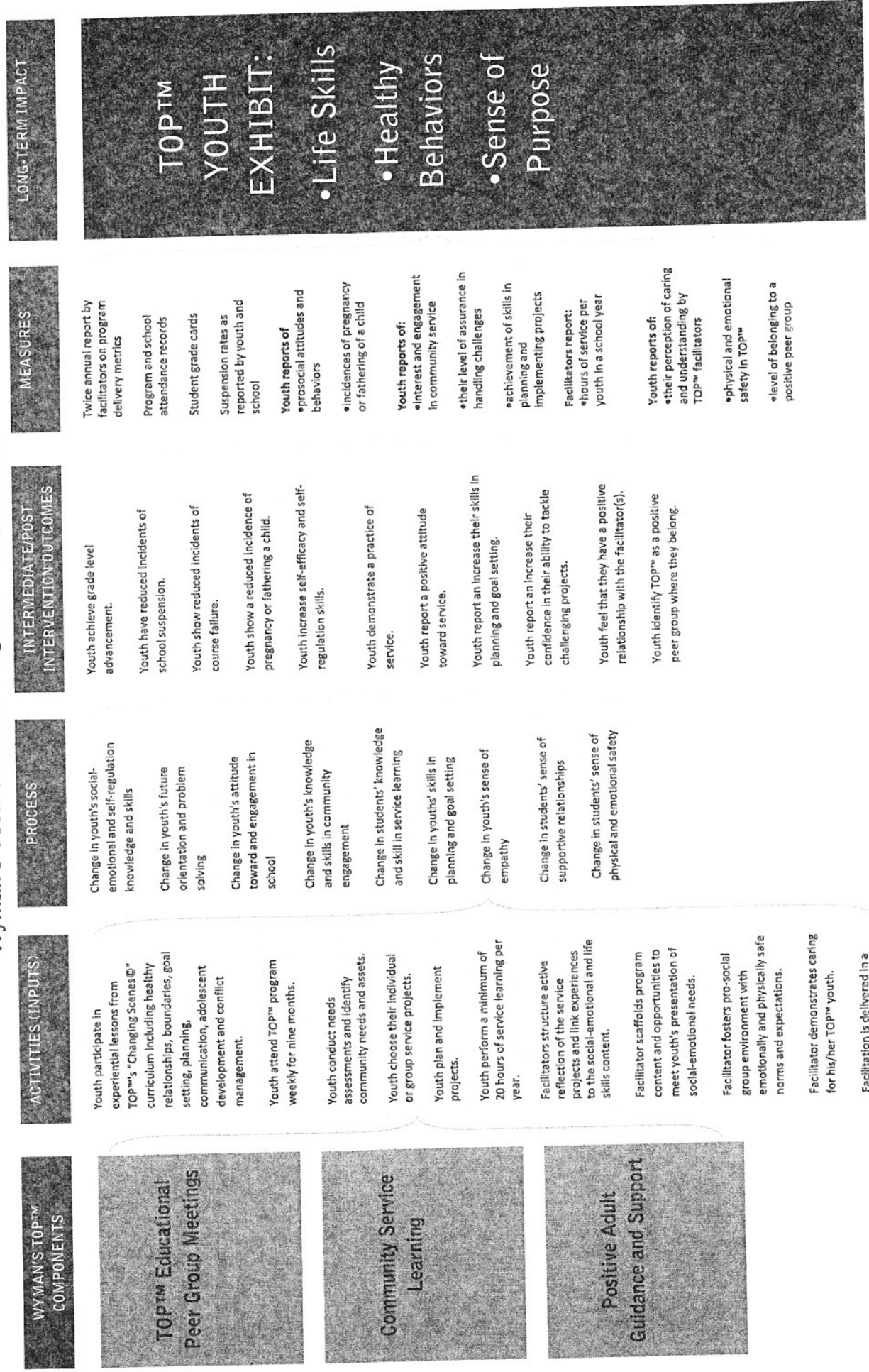
- Help adolescents understand that same-sex experimentation is not uncommon and is a normal expression of developing sexuality. Many adolescents "practice" sexual touching and other behaviors with a best friend or peer of the same gender. This quite common behavior may evoke fear in young people because of negative messages about same-sex attraction. It must be explained in a way that helps to normalize it. Same-sex experimentation in adolescence is often unrelated to sexual orientation—remember that a homosexual orientation exists when a person is primarily attracted to and develops his/her romantic attachments to someone of the same sex.

- Do not allow young people to denigrate one another about their physical or sexual development and do not tolerate sexually harassing behaviors. Because of the newness and the changes accompanying puberty, younger adolescents often resort to teasing in order to alleviate their discomfort. Such teasing can have devastating effects on developing self-image and body concept. Any unwanted sexual attention is considered sexual harassment and by law is not allowed in a school setting. Help young people articulate how teasing and harassing behaviors make them feel, and have them practice telling someone when they do not like a certain behavior.

# W Y M A N TEEN OUTREACH PROGRAM™

Real Teens. Real Life. Real Results.

## Wyman's Teen Outreach Program™ Logic Model





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Office of Public Affairs

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## Ten Communities Receive Funding For Teen Pregnancy Prevention

RALEIGH — The N.C. Division of Public Health has announced the 10 recipients of \$1 million in federally-funded grants for the state's implementation of the State Personal Responsibility Education Program (PREP). The State PREP is a provision of the Patient Protection and Affordable Care Act of 2010 and is designed to educate adolescents on abstinence and contraception to prevent pregnancy and sexually transmitted infections.

"North Carolina is a leader in using teen pregnancy prevention education to improve health outcomes," State Health Director Jeff Engel said. "The evidence shows that providing young people with factual information will greatly increase their chances at living healthier lives."

Applications were limited to N.C. counties with the highest teen pregnancy rates. Each local agency receiving funding will use the Teen Outreach Program (TOP) model. TOP is a highly effective strategy for comprehensive youth development, promoting the positive development of adolescents through curriculum-guided group discussion and volunteer service activity.

Community grant recipients include the Albemarle Smart Start Partnership (Bertie County), Coalition for Families of Lee County, Columbus County Health Department, Duke University (Craven County), Graham County Schools, Greene County Health Care, Halifax County Health Department, Infinite Possibilities (Vance County), Martin Tyrrell Washington Health District (Martin County), and the Robeson County Health Department.

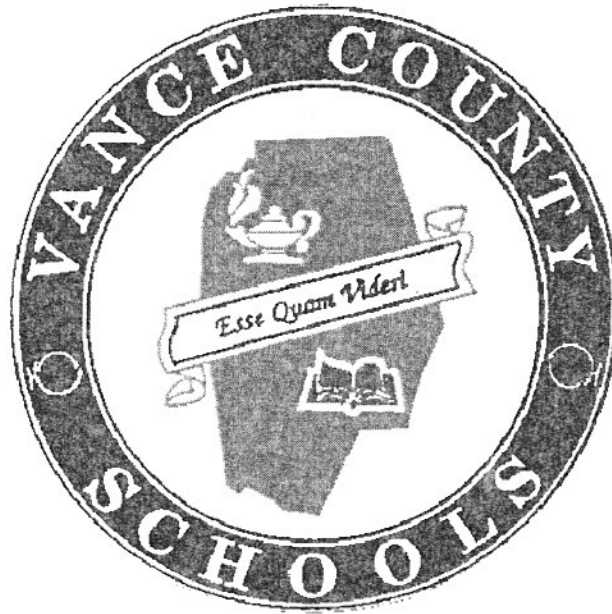
In addition to the grant awards for TOP, the Division also recently awarded funding to the North Carolina Comprehensive Health Training Center at Appalachian State University to provide teacher training, curricular materials and ongoing technical support to school systems for a program called *Making Proud Choices!* This evidence-based curriculum can be used as an integrated component of the Healthful Living curriculum in middle schools.

The TOP grants will begin in November 2011 and end in May 2012 with the option to renew for two years, pending the availability of federal funds.

####



# Beginning Teacher Support Plan Vance County Schools



1724 Graham Ave.  
Henderson, NC

2011-2012



## **Beginning Teacher Support Plan 2011-2012**

### **Part I: Annual Report Information**

#### **A. Program Narrative**

Many teachers are faced with challenges as they begin their career. It is the commitment of Vance County Schools to provide support to its new teachers. The Beginning Teachers' Orientation is designed to reduce the intensity of transition into teaching, improve teacher effectiveness and increase the retention of more highly qualified teachers.

A formal three (3) day orientation session for beginning teachers, hired prior to the beginning of the school year will be scheduled before the students arrive. This orientation will provide an opportunity for new employees to meet and interact with administrative officials. Local businesses and civic organizations will also participate in the Beginning Teachers (BT) Orientation. This orientation will be conducted by veteran teachers, the BT Coordinator and Curriculum Instructional Personnel. Also, representatives from the Finance, Health and Student Services, Testing and Accountability, Technology, Human Resources and Exceptional Children Departments will assist with orientation.

The orientation topics may include:

- Overview of goals, policies and procedures
- Overview of the Beginning Teacher Support Program
- Overview of the observation instrument
- Overview of the state and local curriculum
- Overview of Bloodborne Pathogens Training/Diabetes
- Overview of the testing program
- Description of available services and training opportunities

#### **B. System-Wide Activities for Beginning Teachers**

During the academic year, grade level meetings will be held for elementary and secondary teachers. These sessions equip novice teachers with practical information regarding the Standards, Elements, Descriptors and the development of the Professional Development Plan. The topics covered during these meetings may include:

- Behavior Strategies



- Diversity
- Working with Paraprofessionals
- Classroom Management
- Instructional Planning
- Analyzing Test Data
- Core Curriculum
- Essentials
- Integrating Technology into the Curriculum

### **C. System-Side Activities for Mentors**

Each school will assign a lead mentor. The lead mentor distributes/collects information from other mentors. Timeline check sheets documenting the interaction between mentors and their mentees are completed at the end of each month and submitted to the BT Coordinator for pay approval.

Each Beginning Teacher is assigned a mentor by the supervising principal as soon as possible after employment. The principal, may discuss the mentor assignment with the BT Coordinator prior to making the assignment.

Beginning with the 2011-2012 academic year all mentors will receive training using the new North Carolina Mentor standards. During the year additional training will be provided for interested persons to become mentors. This training will consist of twenty-four (24) hours.

The following guidelines for mentor teacher training selection are:

- A. Successful teaching in the area of licensure;
  - Appraisal ratings among the highest in the school regardless of instrument/process used;
- B. Commitment;
  - Willingness to participate in on-going annual professional development related to mentoring;
- C. Other
  - Mentors are chosen from a group of teachers who have successfully completed a mentor training program.

### **Mentor Expectations**

- Provide support, encouragement, and assistance
- Meet with the Beginning Teacher on a consistent basis
- Informally observe the Beginning Teacher to give formative feedback and ideas
- Acquaint the Beginning Teacher with the school or district objectives and expectations including routines and procedures of the school
- Be familiar with the expectations of the Beginning Teacher and requirements for licensure
- Facilitate reflections of the Beginning Teacher
- Serve as an advocate for the Beginning Teacher
- Serve as a liaison for the Beginning Teacher whenever necessary
- Provide technical assistance whenever needed or as deemed appropriate
- Attend any necessary district-wide meetings

### **D. Institution of Higher Education (IHE) Involvement**

North Carolina Central University (NCCU), East Carolina University (ECU) and Saint Augustine's Colleges continues to partner with Vance County Schools in offering support of coursework needed to assist teachers to meet licensure requirements.

Vance County Schools partners with East Carolina University through the Wachovia Partnership East to provide teachers avenues for obtaining license and furthering their education.

We will also participate in the Northeast Collaborative which will provide additional support for our beginning teachers.

### **E. Optimum Working Conditions for Beginning Teachers**

Administrators are all informed of the importance of faculty support of the Beginning Teacher and optimum working conditions for beginning teachers. To ensure that beginning teachers have the opportunity to develop into capable teachers, the following working conditions are strongly recommended:

- Assign beginning teachers in the licensure area of licensure;
- Assign mentors early in the licensure area and in close proximity to the beginning teacher for three years;
- Provide orientation that includes state and school expectations;
- Assign a limited number of exceptional or difficult students;

- Require no extra duty or extracurricular responsibilities, the BT must submit their intent of participation in writing to their principals (Required by GS115C-47 (18a))
- Minimal non-instructional duties (Required by GS115C-47 (18a))

#### **F. Observation/Evaluation**

Beginning with the 2009-2010 academic year Vance County Schools utilized the North Carolina Evaluation Instrument. This instrument is based on the Framework for the 21<sup>st</sup> Century Learning and the North Carolina Standards. The instrument was designed to promote effective leadership, quality teaching, and student teaching while enhancing professional practice and learning to improve instruction.

#### **Training:**

Before participating in the evaluation process, all teachers, principals and peer evaluators must complete training on the evaluation process.

#### **Orientation:**

Within two weeks of a teacher's first day of work in any school year, the principal will provide the teacher with a copy of or directions for obtaining access to a copy of:

- A. The Rubric for Evaluating North Carolina Teachers;
- B. This policy; and
- C. A schedule for completing all the components of the evaluation process

#### **Teacher Self-Assessment:**

Using the Rubric for Evaluating North Carolina Teachers, the teacher shall rate his/her own performance at the beginning of the year and reflect on his/ her performance throughout the year.

#### **Pre-Observation Conference:**

Before the first formal observation, the principal shall meet with the teacher to discuss the teacher's self-assessment based on the Rubric for Evaluating North Carolina Teachers, the teacher's most recent professional growth plan, and the lesson(s) to be observed. The teacher will provide the principal with a written description of the lesson(s). The goal of this conference is to prepare the principal for the observation. Pre-observation conferences are not required for subsequent observations.

**Observations:**

A. A formal observation shall last at least forty-five minutes or an entire class period

B. Probationary Teachers

1. The principal shall conduct at least three formal observations of all probationary teachers.

2. A peer shall conduct one formal observation of a probationary teacher. The peer observer may be conducted by a veteran teacher. During observations, the principal and peer shall note the teacher's performances in relationship to the applicable Standards of the Rubric for Evaluating North Carolina.

**Post-Observations Conference**

The principal shall conduct a post-observation conference no later than ten school days after each formal observation. During the post-observation conference, the principal and teacher shall discuss and document on the Rubric the strengths and weaknesses of the teacher's performance during the observed lesson.

**Summary Evaluation Conference and Scoring the Teacher Summary Rating Form**

Prior to the end of the school year and in accordance with the Personnel Planning Calendar, the principal shall conduct a summary evaluation conference with the teacher. During the summary evaluation conference, the principal and teacher shall discuss the teachers' self-assessment, the teacher's most recent Professional Growth Plan, the components of the North Carolina Teacher Evaluation Process completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the teacher's performance on the Rubric.

At the conclusion of the North Carolina Teacher Evaluation Process, the principal shall:

- Give a rating for each Element in the rubric;
- Make a written comment on any element marked "Not Demonstrated";
- Give an overall rating of each standard in the Rubric
- Provide the teacher with the opportunity to add comments to the Teacher Summary Rating Form;
- Review the completed Teacher Summary Rating Form with the teacher; and
- Secure the teacher's signature on the Record of Teacher Evaluation Activities and Teacher Summary Rating Form.

## **G. Professional Development Plan**

### **Individual Growth Plan**

Teachers who are rated at least "Proficient" on all the Standards on the Teacher Summary Rating Form shall develop an Individual Growth Plan designed to improve performance on specifically identified Standards and Elements

### **Monitored Growth Plan**

A teacher shall be placed on a Monitored Growth Plan whenever he or she:

- A. Is rated "Developing" on one or more Standards on the Teacher Summary Rating Form; and
- B. Is not recommended for dismissal, demotion or nonrenewal
- C. A Monitored Growth Plan shall, at minimum, identify the Standards and Elements to be improved, the goals to be accomplished and the activities the teacher should undertake to achieve Proficiency, and timeline which allows the teacher one school year to achieve Proficient. A Monitored Growth Plan that meets those criteria shall be deemed to satisfy the requirements of NC General Statute 115C-333(b)

### **Directed Growth Plan**

A teacher shall be placed on a Directed Growth Plan whenever he or she:

- A. Is rated
  1. "Not Demonstrated" on any Standard on the Teacher Summary Rating Form; or
  2. "Developing" on one or more Standards on the Teacher Summary Rating Form for two sequential years; and
- B. Is not recommended for dismissal, demotion or nonrenewal.

The Directed Growth Plan shall, at a minimum, identify the Standards and Elements to be improved, the goals to be accomplished, the activities the teacher shall complete to achieve Proficiency, a timeline for achieving Proficiency within one school year or such shorter time as to satisfy the requirements of NC General Statute 115C-33 (b).

## **H. Review/Verification Process**

No later than April 15<sup>th</sup> of the third year of employment of the Beginning Teacher, the principal shall verify successful/unsuccessful completion of the Beginning Teacher Support Program/Effective Dates and Effect on Licensing.

### **Probationary Teachers**

Effective 2010-2011, a principal must rate a probationary teacher as "Proficient" on all five North Carolina Professional Teaching Standards on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License.

#### **I. Lateral Entry Program**

Initially licensed teacher who are provisionally licensed by lateral entry must affiliate with an institution of higher education to complete course requirements as deemed necessary by the Department of Instruction. Lateral entry teachers are also required to complete a ten day orientation prior to teaching in the classroom.

#### **J. Cumulative File For Beginning Teachers**

A cumulative Beginning Teacher file will be maintained and housed by the BT Coordinator which will consist of the information listed below.

- BT Teacher Portfolio Form
- BT Teacher Portfolio Folder Checklist
- Orientation Certificate
- Extra Curricular Activity Form
- Agreement Forms
- Observation Forms
- Professional Development Form
- Record of Teacher Evaluation Activity Form

#### **K. Program Evaluation Design For Continuous Improvement**

Interviews, training, evaluations and surveys will be the methods used in the evaluation process. The data will be used to monitor and adjust the Beginning Teacher Support Program.



**L. The Beginning Teacher Support Program/Annual Reports/Annual Peer Review and Process and Five Year Formal Review Report**

Every fifth year the Department of Public Instruction will formally review the Beginning Teacher Support Programs to review evidence and verify that program proficiency is demonstrated on all Beginning Teacher Support Program Standards. The monitoring teams should report any standards and key elements where programs are not deemed at least proficient to the Department of Public Instruction. Programs that are rated developing on the standards continuum should be put on an improvement plan and reviewed more frequently to ensure that all beginning teachers are supported. In order to progress along the Beginning Teacher Support Program continuum to provide the highest quality support to beginning teachers the Local Educational Agencies (LEA) will participate in implementing a regionally-based annual peer review support system.

**M. Record Transfer**

It is the duty of the BT Coordinator to ensure a timely transfer of the cumulative beginning teacher file to successive employing LEA's , charter schools, or non-public institutions within the state upon the authorization of the beginning teacher.

VANCE COUNTY BOARD OF EDUCATION  
BUDGET RESOLUTION  
2011-2012 FISCAL YEAR

BE IT RESOLVED by the Board of Education of the Vance County Public Schools:

**Section 1-** The following amounts are hereby appropriated for the operation of the Vance County Public Schools in the **Local** Current Expense Fund for the fiscal year beginning July 1, 2011 and ending June 30, 2012:

|   | Budget Resolution<br>Amount |
|---|-----------------------------|
| <b>Instructional Programs:</b>                                  |                             |
| 5100 Regular Instructional Services                             | \$590,662                   |
| 5200 Special Populations Services                               | \$29,124                    |
| 5300 Alternative Programs and Services                          | \$16,891                    |
| 5400 School Leadership Services                                 | \$243,333                   |
| 5500 Co-Curricular Services                                     | \$275,359                   |
| 5800 School-Based Support Services                              | \$24,144                    |
| <b>Support Services Programs:</b>                               |                             |
| 6100 Support and Development Services                           | \$12,051                    |
| 6200 Special Population Support and Development Services        | \$113,612                   |
| 6300 Alternative Programs/Services Support/Development Services | \$10,002                    |
| 6400 Technology Support Services                                | \$187,134                   |
| 6500 Operational Support Services                               | \$4,059,544                 |
| 6600 Financial and Human Resource Services                      | \$303,348                   |
| 6700 Accountability Services                                    | \$42,777                    |
| 6800 System-wide Pupil Support Services                         | \$1,000                     |
| 6900 Policy, Leadership and Public Relations Services           | \$634,862                   |
| 7000 Ancillary Services   | \$3,582                     |
| 8000 Non-Programmed Charges                                     | \$930,015                   |
| <b>Total Local Current Expense Fund Appropriation</b>           | <b><u>\$7,477,440</u></b>   |

**Section 2-** The following revenues are estimated to be available to the Local Current Expense Fund for the fiscal year beginning July 1, 2011 and ending June 30, 2012:

|   |                           |
|---|---------------------------|
| County Appropriation                            | \$7,202,440               |
| Fines and Forfeitures                           | <u>\$275,000</u>          |
| <b>Total Local Current Expense Fund Revenue</b> | <b><u>\$7,477,440</u></b> |

VANCE COUNTY BOARD OF EDUCATION  
BUDGET RESOLUTION  
2011-2012 FISCAL YEAR

**Section 3-** The following amounts are hereby appropriated for the operation of the Vance County Public Schools in the State Public School Fund for the fiscal year beginning July 1, 2011 and ending June 30, 2012:

**Budget Resolution  
Amount**

**Instructional Programs:**

|  |              |
|--|--------------|
| 5100 Regular Instructional Services    | \$25,528,770 |
| 5200 Special Populations Services      | \$4,430,613  |
| 5300 Alternative Programs and Services | \$1,603,759  |
| 5400 School Leadership Services        | \$3,150,090  |
| 5800 School-Based Support Services     | \$3,134,626  |

**Support Services Programs:**

|  |                 |
|--|-----------------|
| 6100 Support and Development Services                            | \$343,576       |
| 6200 Special Population Support and Development Services         | \$44,201        |
| 6300 Alternative Programs/ Services Support/Development Services | \$159,420       |
| 6400 Technology Support Services                                 | \$311,583       |
| 6500 Operational Support Services                                | \$1,831,166     |
| 6600 Financial and Human Resource Services                       | \$757,007       |
| 6700 Accountability Services                                     | \$181,586       |
| 6900 Policy, Leadership and Public Relations Services            | \$298,741       |
| 7000 Ancillary Services  | <u>\$68,536</u> |

**Total State Public School Fund Appropriation**

\$41,843,674

**Section 4-** The following revenues are estimated to be available to the State Public School Fund for the fiscal year beginning July 1, 2011 and ending June 30, 2012:

**State Funds**

\$41,843,674

VANCE COUNTY BOARD OF EDUCATION  
BUDGET RESOLUTION  
2011-2012 FISCAL YEAR

**Section 5-** The following amounts are hereby appropriated for the operation of the Vance County Public Schools in the Federal Grants Fund for the fiscal year beginning July 1, 2011 and ending June 30, 2012:

|   | Budget Resolution<br>Amount |
|---|-----------------------------|
| <b>Instructional Programs:</b>  |                             |
| 5100 Regular Curricular Services                                      | \$501,895                   |
| 5200 Special Populations Services                                     | \$1,720,998                 |
| 5300 Alternative Programs and Services                                | \$5,092,778                 |
| 5800 School-Based Support Services                                    | \$265,908                   |
| <b>Support Services Programs:</b>                                     |                             |
| 6100 Support and Development Services                                 | \$187,418                   |
| 6200 Special Population Support and Development Services              | \$59,719                    |
| 6300 Alternative Programs and Services Support & Development Services | \$363,668                   |
| 6400 Technology Support Services                                      | \$60                        |
| 6500 Operational Support Services                                     | \$1,412,925                 |
| 6600 Financial and Human Resource Services                            | \$1,200                     |
| 6700 Accountability Services  | \$0                         |
| 7000 Ancillary Services   | \$69,170                    |
| 8000 Non-Programmed Charges   | \$634,553                   |
| <b>Total Federal Grants Fund Appropriation</b>                        | <b><u>\$10,310,292</u></b>  |

**Section 6-** The following revenues are estimated to be available to the Federal Grants Fund for the fiscal year beginning July 1, 2011 and ending June 30, 2012:

|                      |                            |
|----------------------|----------------------------|
| <b>Federal Funds</b> | <b><u>\$10,220,430</u></b> |
|----------------------|----------------------------|

VANCE COUNTY BOARD OF EDUCATION  
BUDGET RESOLUTION  
2011-2012 FISCAL YEAR

**Section 7-** The following amounts are hereby appropriated for the operation of the Vance County Public Schools in the **Child Nutrition** Fund for the fiscal year beginning July 1, 2011 and ending June 30, 2012:

|   | Budget Resolution<br>Amount |
|---|-----------------------------|
| <b>Ancillary Services Program:</b>              |                             |
| 7200 Nutrition Services                         | <u>\$4,719,753</u>          |
| <b>Total Child Nutrition Fund Appropriation</b> | <u><u>\$4,719,753</u></u>   |

**Section 8-** The following revenues are estimated to be available to the Child Nutrition Fund for the fiscal year beginning July 1, 2011 and ending June 30, 2012:

|   |                           |
|---|---------------------------|
| State Funds                               | \$6,264                   |
| Federal Funds                             | \$3,434,817               |
| Local Funds                               | \$1,142,439               |
| Fund Balance Appropriated                 | <u>\$136,233</u>          |
| <b>Total Child Nutrition Fund Revenue</b> | <u><u>\$4,719,753</u></u> |

**Section 9-** The following amounts are hereby appropriated for the operation of the Vance County Public Schools in the **Child Care** Fund for the fiscal year beginning July 1, 2011 and ending June 30, 2012:

|  |                         |
|--|-------------------------|
| <b>Ancillary Services Program:</b>         |                         |
| 7100 Community Services                    | <u>\$137,500</u>        |
| <b>Total Child Care Fund Appropriation</b> | <u><u>\$137,500</u></u> |

**Section 10-** The following revenues are estimated to be available to the Child Care Fund for the fiscal year beginning July 1, 2011 and ending June 30, 2012:

|                                      |                         |
|--------------------------------------|-------------------------|
| Local Funds                          | \$131,800               |
| Fund Balance Appropriated            | <u>\$5,700</u>          |
| <b>Total Child Care Fund Revenue</b> | <u><u>\$137,500</u></u> |

VANCE COUNTY BOARD OF EDUCATION  
BUDGET RESOLUTION  
2011-2012 FISCAL YEAR

**Section 11-** The following amounts are hereby appropriated for the operation of the Vance County Public Schools in the **Capital Outlay Fund** for the fiscal year beginning July 1, 2011 and ending June 30, 2012:

|  | Budget Resolution<br>Amount |
|--|-----------------------------|
| <b>Support Services Programs:</b>                          |                             |
| 5100 Regular Instructional Services                        | \$23,000                    |
| 6500 Operational Support Services                          | \$533,793                   |
| 6800 System-wide Pupil Support Services                    | \$0                         |
| 8000 Non-Programmed Charges                                | \$164,738                   |
| 9000 Capital Outlay (Major School Construction/Renovation) | <u>\$0</u>                  |
| <b>Total Capital Outlay Fund Appropriation</b>             | <u><u>\$721,531</u></u>     |

**Section 12-** The following revenues are estimated to be available to the Capital Outlay Fund for the fiscal year beginning July 1, 2011 and ending June 30, 2012:

|                                      |                         |
|--------------------------------------|-------------------------|
| County Appropriation                 | \$497,141               |
| State Funds                          | \$215,909               |
| Federal Funds                        | \$0                     |
| Other Financing Sources              | \$0                     |
| Fund Balance Appropriated            | <u>\$8,481</u>          |
| <b>Total Capital Outlay Revenues</b> | <u><u>\$721,531</u></u> |



**VANCE COUNTY BOARD OF EDUCATION  
BUDGET RESOLUTION  
2011-2012 FISCAL YEAR**

**Section 13** - The following amounts are hereby appropriated for the operation of the Vance County Public Schools in the **Other Restricted** Fund for the fiscal year beginning July 1, 2011 and ending June 30, 2012:

|   | <b>Budget Resolution<br/>Amount</b>  |
|---|--------------------------------------|
| <b>Instructional Programs:</b>                                  |                                      |
| 5100 Regular Instructional Services                             | \$1,829,354                          |
| 5200 Special Populations Services                               | \$34,100                             |
| 5300 Alternative Programs and Services                          | \$283,922                            |
| 5400 School Leadership Services                                 | \$0                                  |
| 5500 Co-Curricular Services                                     | \$0                                  |
| 5800 School-Based Support Services                              | \$208,520                            |
| <b>Support Services Programs:</b>                               |                                      |
| 6100 Support and Development Services                           | \$0                                  |
| 6200 Special Population Support and Development Services        | \$0                                  |
| 6300 Alternative Programs/Services Support/Development Services | \$0                                  |
| 6400 Technology Support Services                                | \$210,481                            |
| 6500 Operational Support Services                               | \$34,013                             |
| 6600 Financial and Human Resource Services                      | \$0                                  |
| 6700 Accountability Services                                    | \$0                                  |
| 6800 System-wide Pupil Support Services                         | \$0                                  |
| 6900 Policy, Leadership and Public Relations Services           | \$0                                  |
| 7000 Ancillary Services   | \$0                                  |
| 8000 Non-Programmed Charges                                     | <u>\$0</u>                           |
| <br><b>Total Other Restricted Fund Appropriation</b>            | <br><b><u><u>\$2,600,890</u></u></b> |

**Section 14**- The following revenues are estimated to be available to the Other Restricted Fund for the fiscal year beginning July 1, 2011 and ending June 30, 2012:

|  |                                      |
|--|--------------------------------------|
| County Appropriation                           | \$1,030,000                          |
| Interest and Indirect Cost Revenue             | \$174,750                            |
| State Revenues                                 | \$299,922                            |
| Federal Revenues                               | \$237,355                            |
| Other Local Funds                              | \$22,696                             |
| Transfer In                                    | \$0                                  |
| Fund Balance Appropriated                      | <u>\$836,167</u>                     |
| <br><b>Total Other Restricted Fund Revenue</b> | <br><b><u><u>\$2,600,890</u></u></b> |

VANCE COUNTY BOARD OF EDUCATION  
BUDGET RESOLUTION  
2011-2012 FISCAL YEAR

**Section 15-** In summary, the following funding amounts are hereby appropriated for the operation of the Vance County Public Schools for the fiscal year beginning July 1, 2011 and ending June 30, 2012:

|                            |                            |
|----------------------------|----------------------------|
| Local Current Expense Fund | \$7,477,440                |
| State Public School Fund   | \$41,843,674               |
| Federal Grants Fund        | \$10,310,292               |
| Child Nutrition Fund       | \$4,719,753                |
| Child Care Fund            | \$137,500                  |
| Capital Outlay Fund        | \$721,531                  |
| Other Restricted Fund      | <u>\$2,600,890</u>         |
| <b>Total Appropriation</b> | <b><u>\$67,811,080</u></b> |

**Section 16-** All appropriations shall be paid first from revenues restricted as to use, and second from general unrestricted revenues.

**Section 17-** The superintendent is hereby authorized to transfer appropriations within a fund under the following conditions:

- A. Amounts may be transferred between sub-functions and objects of expenditure within a function without limitations and without a report to the Board of Education being required.
- B. Amounts may be transferred between functions of the same fund with a report on such transfers being required at the next meeting of the Board of Education.
- C. Amounts may not be transferred between funds nor from any contingency appropriation within a fund.

**Section 18-** Copies of the Budget Resolution shall be immediately furnished to the superintendent and school finance officer for direction in carrying out their duties.

Adopted this 10th day of October, 2011

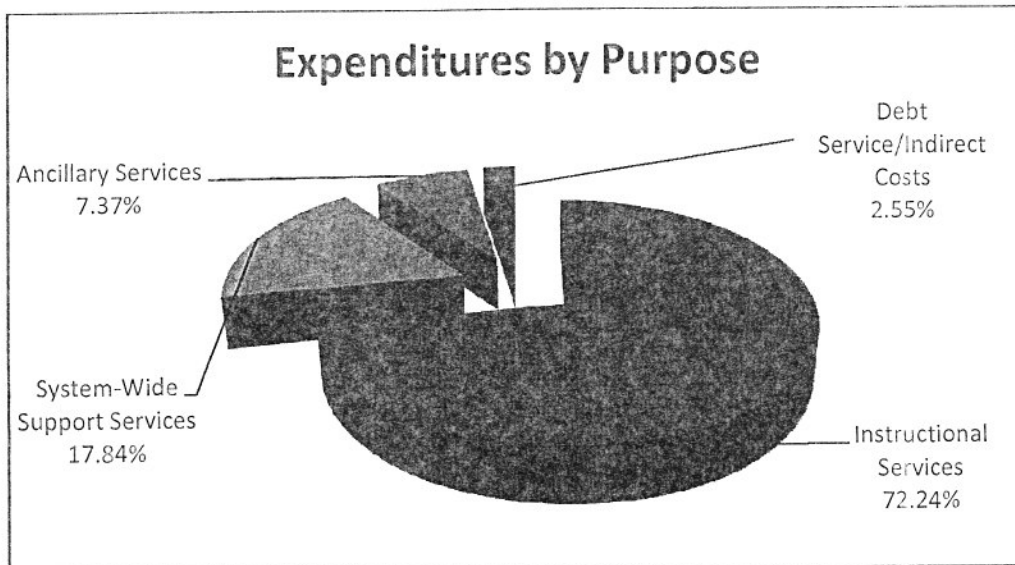
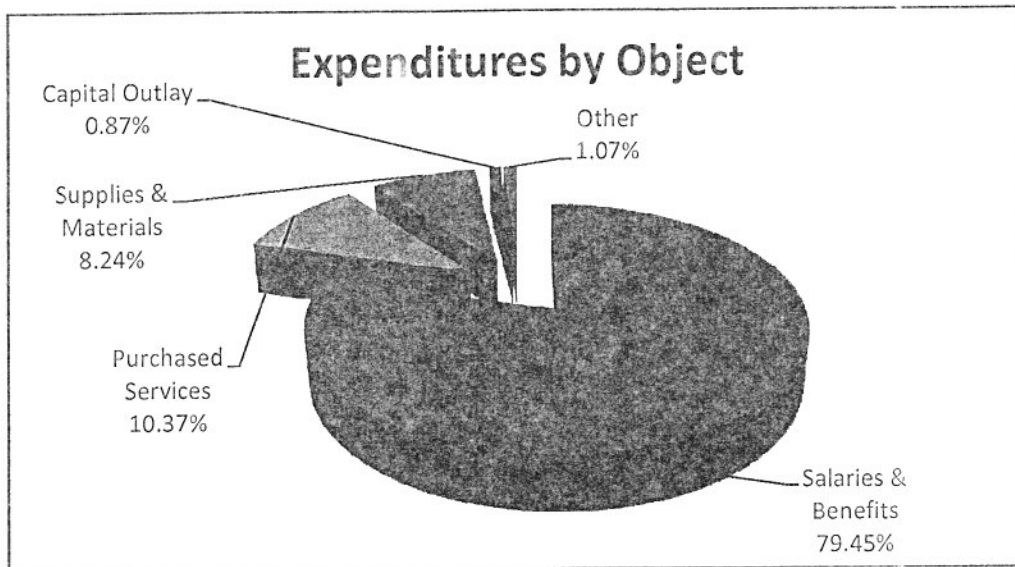
\_\_\_\_\_  
Margaret A. Ellis, Chairperson

\_\_\_\_\_  
Ronald E. Gregory, Superintendent

VANCE COUNTY BOARD OF EDUCATION  
 INITIAL BUDGET- ALL FUNDS  
 2011-2012 FISCAL YEAR

B

|  | <u>2011-2012</u>                |                             | <u>2010-2011</u>                |                             | <u>\$</u><br><u>Change</u> | <u>%</u><br><u>Change</u> |
|--|---------------------------------|-----------------------------|---------------------------------|-----------------------------|----------------------------|---------------------------|
|  | <u>Initial</u><br><u>Budget</u> | <u>% of</u><br><u>Total</u> | <u>Initial</u><br><u>Budget</u> | <u>% of</u><br><u>Total</u> |                            |                           |
| Local Current Expense Fund                 | 7,477,440                       | 11.03%                      | 7,826,798                       | 11.36%                      | (349,358)                  | -4.46%                    |
| State Public School Fund                   | 41,843,674                      | 61.71%                      | 41,002,507                      | 59.53%                      | 841,167                    | 2.05%                     |
| Federal Grants Fund                        | 10,310,292                      | 15.20%                      | 10,220,430                      | 14.84%                      | 89,862                     | 0.88%                     |
| Enterprise Fund:                           |                                 |                             |                                 |                             |                            |                           |
| Child Nutrition                            | 4,719,753                       | 6.96%                       | 4,567,711                       | 6.63%                       | 152,042                    | 3.33%                     |
| Child Care                                 | 137,500                         | 0.20%                       | 231,500                         | 0.34%                       | (94,000)                   | -40.60%                   |
| Capital Outlay Fund                        | 721,531                         | 1.06%                       | 1,058,213                       | 1.54%                       | (336,682)                  | -31.82%                   |
| Other Restricted Fund                      | 2,600,890                       | 3.84%                       | 3,973,845                       | 5.77%                       | (1,372,955)                | -34.55%                   |
| <b>2011-2012 Initial Budget- All Funds</b> | <b>67,811,080</b>               | <b>100.00%</b>              | <b>68,881,004</b>               | <b>100.00%</b>              | <b>(1,069,924)</b>         | <b>-1.55%</b>             |





**PUBLIC EDUCATION: NORTH CAROLINA'S BEST INVESTMENT**

**OFFICERS**

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Coach White  
*Charlotte-Mecklenburg*

**PRESIDENT-ELECT**

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*Nash-Rocky Mount*

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*Cleveland*

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*Winston-Salem/Forsyth*

Gordon Powell  
*Person*

Paige Sayles  
*Franklin*

Roberta Scott  
*Warren*

Mary Ann Sharpe  
*Onslow*

Mark Upchurch  
*Gaston*

Evelyn Wilson  
*Edgecombe*

**PAST PRESIDENTS'**

**COUNCIL**

*Kenneth Lanier, 2007-08*  
*Linda Cranford, 2004-05*  
*Larry Lancaster, 2002-03*  
*Leonard Peace, 2000-01*  
*Dr. Christine Fitch, 1996-97*

RAMONA MILLER

*Board Development & Technology*

MEMORANDUM

TO: Board Chairs & Superintendents

FROM: Ramona Miller, Board Development Manager

RE: 42<sup>nd</sup> Annual Conference for Board Member Development

**VOTING DELEGATES FORM**

Determination of the number of voting delegates to which your system is entitled should be made according to the following scale. Below, please check the range of total current expenditures (includes funds 1, 2 and 3 accounts and excludes capital outlay monies) appropriate for your school system:

- \_\_\_\_\_ \$1 million to \$5 million in total current expenditures - 2 Delegates
- \_\_\_\_\_ \$5 million to \$25 million in total current expenditures - 3 Delegates
- X   Over \$25 million in total current expenditures - 4 Delegates

Below, list the names of your school board members that will serve as voting delegates. Please be sure to register your delegate(s) for the conference. In the absence of any official voting delegate or alternate, any member of the board may serve as a voting delegate at the Delegate Assembly on behalf of your board.

1.   Margaret A. Ellis
2.   Ruth M. Hartness
3.   Darlynn P. Oxendine
4. \_\_\_\_\_

Alternate:

\_\_\_\_\_

We hereby certify that the listed delegates officially represent this board on all voting matters at the 2011 NCSBA Annual Conference.

School System:   Vance County Schools  

Board Chair: \_\_\_\_\_

Superintendent: \_\_\_\_\_

Please return this form by October 14, 2011, to:  
NCSBA VOTING DELEGATE  
PO BOX 97877  
RALEIGH, NC 27624  
Fax: 919-841-4020

Vance County Schools  
Board of Education  
October 4, 2011  
Personnel Committee Meeting  
Minutes

The Personnel Committee of the Vance County Board of Education met on Tuesday, October 4, 2011 at 8:30 a.m. at the Vance County Schools' Administrative Office.

**Board Members Present**

Mr. Ronald Kinsley, Chairperson  
Ms. Ruth Hartness

**Staff Members Present**

Mr. Ronald Gregory, Superintendent  
Mr. Wil McLean, Executive Director, HRM

**Not Present**

Ms. Margaret Ellis, Board Member

**Call to Order**

The meeting was called to order at approximately 8:30 a.m.

**Action Items:**

Employment Recommendations(s)  
Resignation(s)/Retirement(s)  
Leaves of Absence(s)  
Transfer(s)

A motion was made that the recommendations are presented to the full Board on October 10, 2011.

**Discussion Items:**

1. New Assistant Principal of Clarke Elementary School
2. NC Wise Data Manager selection at Clarke Elementary
3. Qualified Observers required for New Teacher Evaluation System

The meeting was adjourned at approximately 9:00 a.m.

The next meeting of the Personnel Committee will be November 1, 2011. You may contact any member of the Personnel Committee for further details of discussion items or you may contact Wil McLean in the Human Resource Management Office.

**VANCE COUNTY BOARD OF EDUCATION  
OCTOBER 10, 2011, BOARD MEETING  
PERSONNEL SUMMARY SHEET**

**I. EMPLOYMENT RECOMMENDATION(S)**

| <u>NAME</u>   | <u>RACE/SEX</u> | <u>POSITION</u>                | <u>LOCATION</u>  | <u>EFFECTIVE DATE</u> | <u>FUND SOURCE</u> |
|---|-----------------|--------------------------------|------------------|-----------------------|--------------------|
| Letha Richardson<br>(new interim position)                                    | B/F             | Teacher Assistant<br>(Interim) | Carver           | 09/15/2011            | State              |
| Ihona Davis<br>(Dywanda Pettaway – B/F - resigned)                            | B/F             | NC Wise Data<br>Manager        | Clarke           | Pending               | State              |
| Shanice Marrow<br>(replacing Alice Marrow-Jones – B/F – change of assignment) | B/F             | Teacher Assistant              | L. B. Yancey     | Pending               | State              |
| Linnea Westbrook<br>(replacing Akisha Baskerville – B/F – Leave)              | W/F             | Interim Counselor              | Henderson Middle | 10/03/2011            | State              |
| Javier Mendoza (VIF)<br>(replacing Mary Lundquist – W/F – resigned)           | H/M             | Spanish Teacher                | Northern Vance   | 08/29/2011            | State              |



VANCE COUNTY BOARD OF EDUCATION  
 OCTOBER 10, 2011, BOARD MEETING  
 PERSONNEL SUMMARY SHEET

III. LEAVE(S)

| <u>NAME</u>                | <u>RACE/SEX</u> | <u>POSITION</u>     | <u>LOCATION</u> | <u>EFFECTIVE DATE</u> | <u>FUND SOURCE</u> |
|----------------------------|-----------------|---------------------|-----------------|-----------------------|--------------------|
| Melodie Kernahan<br>(FMLA) | W/F             | School Nurse        | Zeb Vance       | 09/01/2011            | Local              |
| Reba Oakley<br>(FMLA)      | B/F             | Counselor           | Eaton Johnson   | 09/26/2011            | State              |
| Stephanie Ayscue<br>(FMLA) | W/F             | Assistant Principal | Southern Vance  | 09/14/2011            | State              |

VANCE COUNTY BOARD OF EDUCATION  
OCTOBER 10, 2011, BOARD MEETING  
PERSONNEL SUMMARY SHEET

III. BUS DRIVER(S)

| <u>NAME</u>       | <u>RACE/SEX</u> | <u>POSITION</u>       |
|-------------------|-----------------|-----------------------|
| Sonya Etheridge   | B/F             | Substitute Bus Driver |
| Trenton Jones     | B/M             | Substitute Bus Driver |
| Christopher Hardy | B/M             | Substitute Bus Driver |

**VANCE COUNTY BOARD OF EDUCATION  
OCTOBER 10, 2011, BOARD MEETING  
PERSONNEL SUMMARY SHEET**

**IV. PROMOTION(S)/TRANSFER (S) – For Information Only**

| <u>NAME</u>        | <u>RACE/SEX</u> | <u>PREVIOUS POSITION</u>                   | <u>NEW POSITION</u>            | <u>EFFECTIVE DATE</u> | <u>FUND SOURCE</u> |
|--------------------|-----------------|--|--------------------------------|-----------------------|--------------------|
| Alison Brower      | W/F             | 3 <sup>rd</sup> Grade Teacher<br>Zeb Vance | Assistant Principal<br>Clarke  | 10/06/2011            | State              |
| Alice Marrow-Jones | B/F             | Teacher Assistant<br>L. B. Yancey          | Pre K Teacher<br>E. M. Rollins | 09/22/2011            | Federal            |
| Johnny Bullock     | B/M             | Interim<br>Head Custodian<br>L. B. Yancey  | Head Custodian<br>L. B. Yancey | 07/01/2011            | Federal            |

# BUILDING AND GROUNDS

## The Building & Grounds Committee Minutes

The Building and Grounds Committee of the Vance County Board of Education met Thursday, September 22, 2011 at 8:30 a.m. in the Superintendent's Conference Room, at the Administrative Services Center. The following members were present: Ruth M. Hartness, Dorothy M. Williams, Ronald B. Kinsley, Claiborne Woods, Steven Graham and Ronald E. Gregory: Special guests: Rex Todd, Landmark Group, Tommy Riddle (Tennis Courts).

Mrs. Hartness called the meeting to order and Mr. Gregory called on Mr. Todd to present his concepts for the Eaton-Johnson, two (2) Story Building, for an apartment complex use. After Mr. Todd's presentation, the committee entertained a motion by Mrs. Hartness to declare the Eaton-Johnson, two (2) Story Building and the acreage as "Surplus Property", and to present the same to the "full Board" at the October Board Meeting. The motion was passed 3-0. (Attachment I)

### **Motion:**

**The Building & Grounds Committee of the Vance County Board of Education recommends to the full Board the approval of the Eaton-Johnson, two (2) Story Building and the acreage as "Surplus Property".**

The second item on the agenda was "Tennis Courts" for Northern and Southern Vance High Schools.

Mr. Tommy Riddle made the presentation with drawings for locations at each school site. The total cost for each site is One Hundred and Fifty Thousand Dollars, (\$150,000.00). (Attachment II)

Mr. Riddle shared the cost projections for the tennis courts based upon commitments from the United States Tennis Association (USTA) of \$60,000.00, a local service organization of Ten Thousand Dollars (\$10,000) and a County Commitment of fifty percent (50%) of the total cost of the project.

He stated that he would need a letter of support from the Board of Education and County Commissioners. He further stated that he would interact with local suppliers, Greystone, Sunrock and Grading Companies for contributions of services. The committee was satisfied with the presentation.

On a motion by Mr. Kinsley and seconded by Ms. Williams, the motion was passed 3-0 to send to the full Board for approval of the Tennis Court Concept.

### **Motion:**

**The Building & Grounds Committee of the Vance County Board of Education recommends to the full Board the approval of the Tennis Court Concept and a letter of support for the project from the Vance County Board of Education and the County Commissioners.**

Mr. Woods gave an update on the Multipurpose Rooms. He stated that the construction process was on schedule and that a two (2) week delay would be invoked to re-configure the center beam at each location to prevent balls from becoming stuck on the beams.

He also stated that at L. B. Yancey Elementary School the fire alarm system had to be re-done throughout the entire building because the present system could not handle the new construction.

Mr. Woods also reminded the committee of the needed "Roof" repairs at Aycock, Dabney and Zeb Vance Elementary Schools. He requested that the remaining QZAB Bond Fund be approved by the County to do these repairs.

On a motion by Mrs. Hartness and seconded by Ms. Williams, the motion was passed 3-0 to send the request to the full Board for approval.

**Motion:**

**The Building & Grounds Committee of the Vance County Board of Education recommends to the full Board to request that the County Commissioners approve the remaining QZAB Bond Funds in the amount of \$2,000,000.00 to be used for "Roof" repairs at Aycock, Dabney, and Zeb Vance Elementary Schools. (See Attachment III)**

The Maintenance Report for September is attached. (Attachment IV)

The meeting was adjourned at 9:40 a.m. Our next meeting is Thursday, October 27, 2011, at 8:30 a.m. in the Superintendent's Conference Room.



# Selected Schools of Landmark

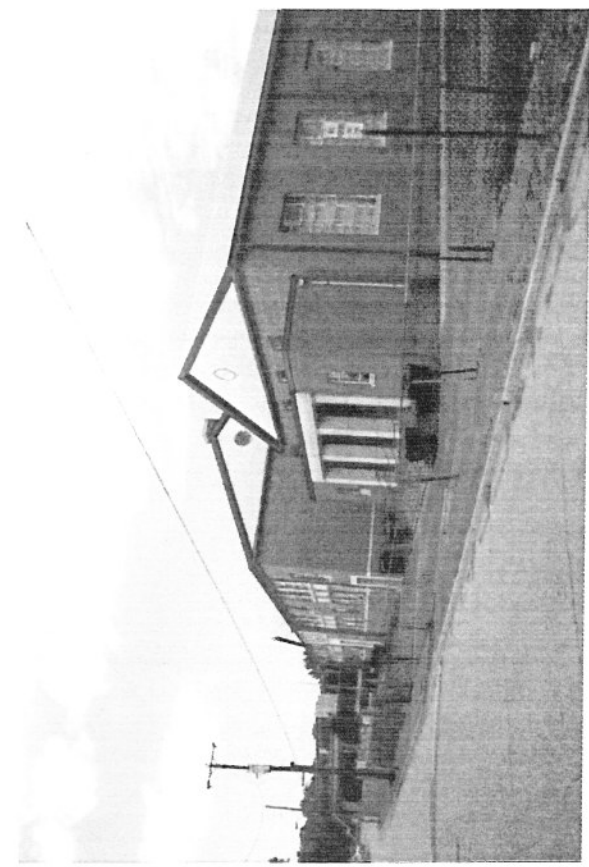
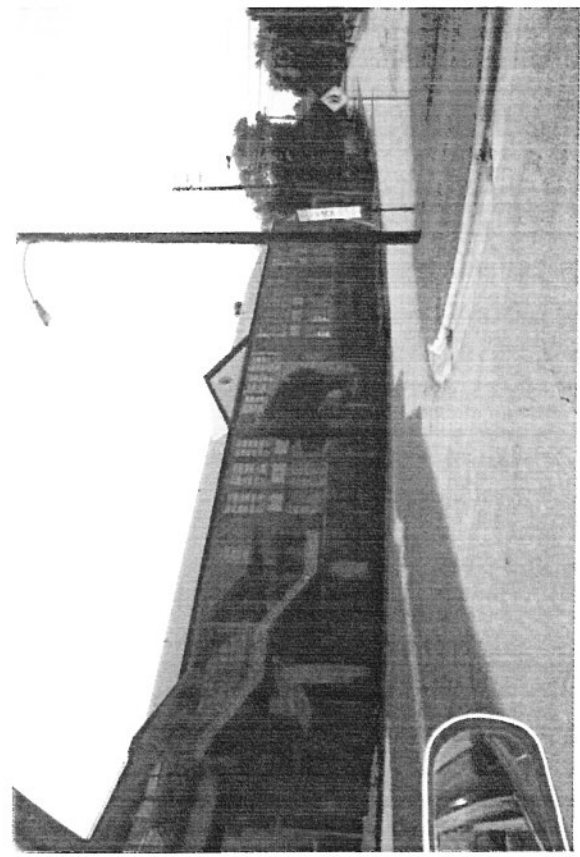


Affordable Housing through  
Adaptive Reuse of  
former School Properties

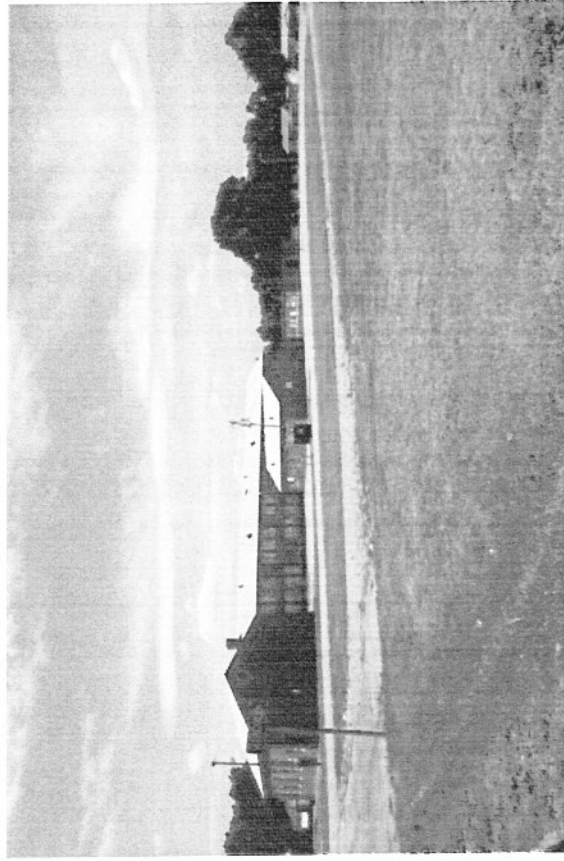
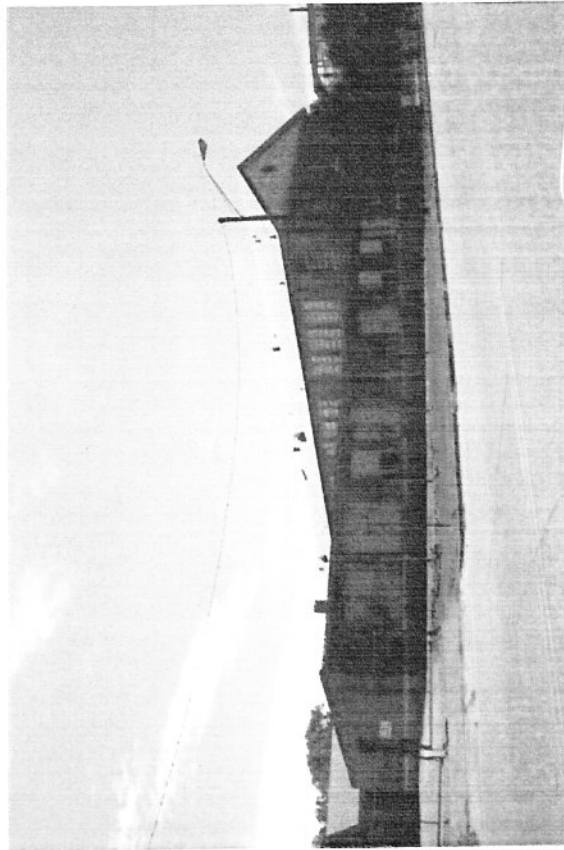
The Landmark Group  
406 E. Fourth St.  
Winston-Salem, NC 27101



Eaton-Johnson School: Proposed 29 units of Adaptive Reuse  
West façade, from N. Beckford Dr. Gym & Main Building from Kittrell St.

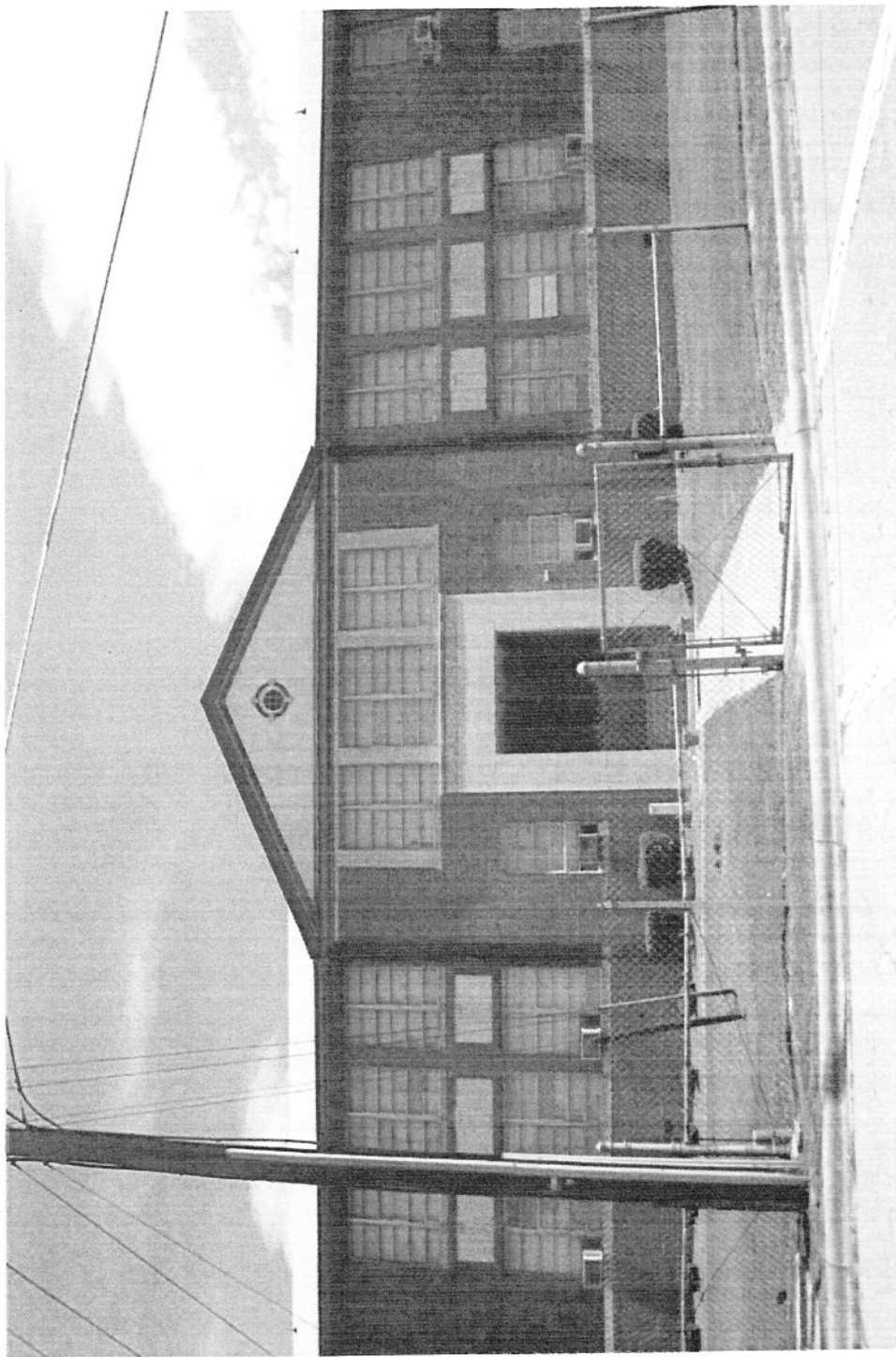


Eaton-Johnson School: Proposed for 2 new buildings, 24 units  
1957 Wing attached, from Wiggin St.      Rear, to feature main entrance in center





Future Eaton-Johnson School Apartments?  
500 W. Rock Spring St., Henderson, NC



Project at a Glance  
Eaton-Johnson School & the Landmark Group



Total Development Costs: \$7.5MM

Type of Construction: one 29-unit A/R; two new 12-unit bldgs.

Resident Population: Families earning up to 60% Area Med. Income  
AMI: NC= \$49,500; Vance Co - \$42,000  
Income: 40% at 50% AMI, 60% at 60% AMI  
1 person \$17,650-\$21,180; 4 person \$25,200- \$30,240; 6 max. \$35,100  
Units: 53; 14 one-br.; 28 two-br.; 11 three-br.

Fair Market Rent: \$495, \$596, \$714

Rents: \$335 -\$380; \$417-\$533; \$474-\$608

Contract: \$450,000 for the school & 4.5 ac., contingent on LIHTC award  
from Vance County Schools to PNC to Landmark Asset Services, Inc.

Sources of Funds: fed LITHC \$2.1MM; fed Hist TC \$719k  
state Hist TC \$543k and NC LIHTC Agency Loan \$2.155MM

Competitive: *No CRP for this area has been adopted by July 1, 2011*



# Schedule of Deliberate Urgency



**September 22** Meeting with Vance County Schools Buildings & Grounds Comm., 8:30 AM

**October 10** Meeting with Vance County Board of Education.

October 13 Meeting of NRAC, Raleigh, to list on State Study List (required by NCHFA)

January 13 Preliminary application submitted to NCHFA. Site Control (contract contingent upon receipt of LIHTC tax credit award) required.

March 16 Results from NCHFA on site score and market study findings.

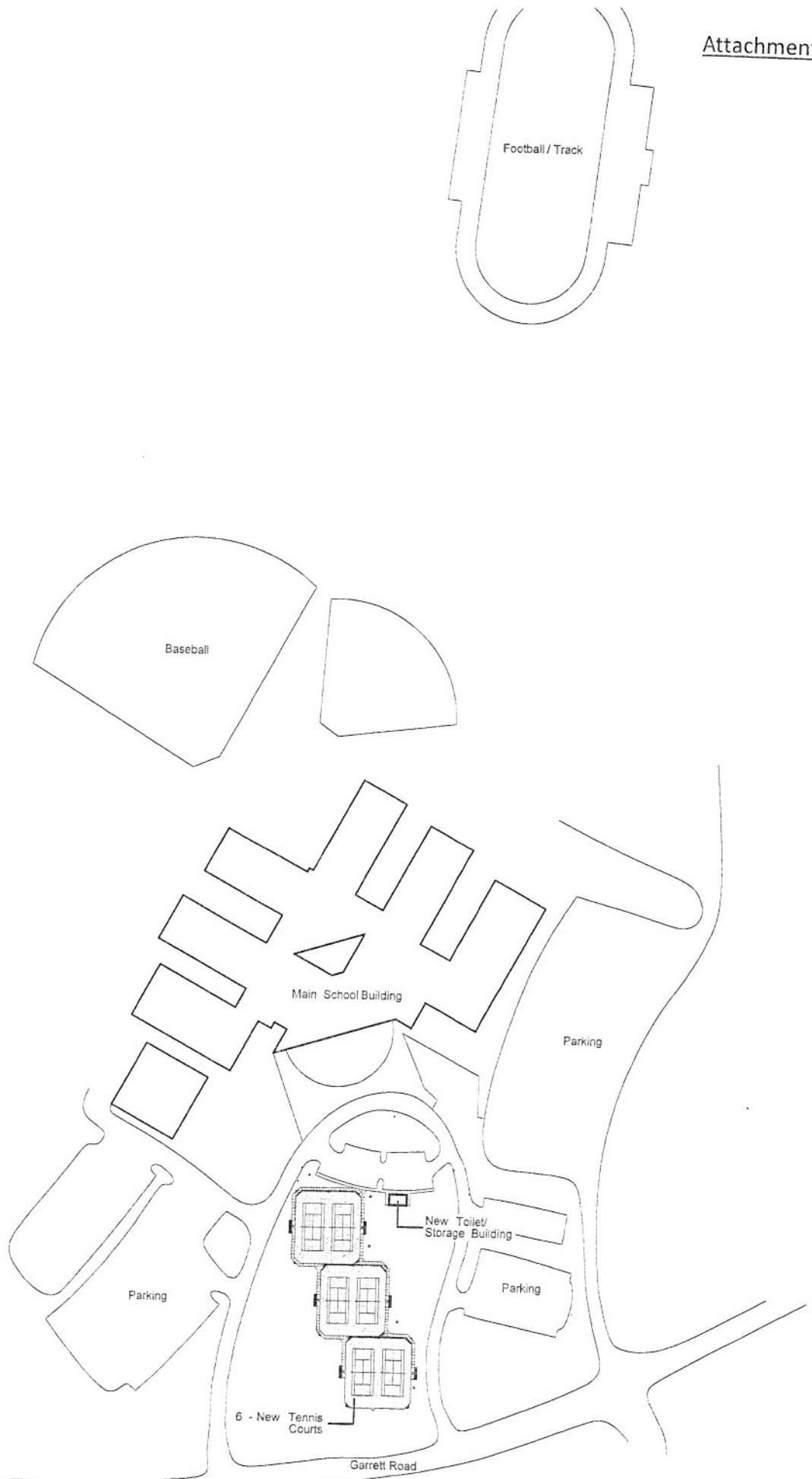
May 11 Submit FULL application to NCHFA.

August Notification of tax credit awards.

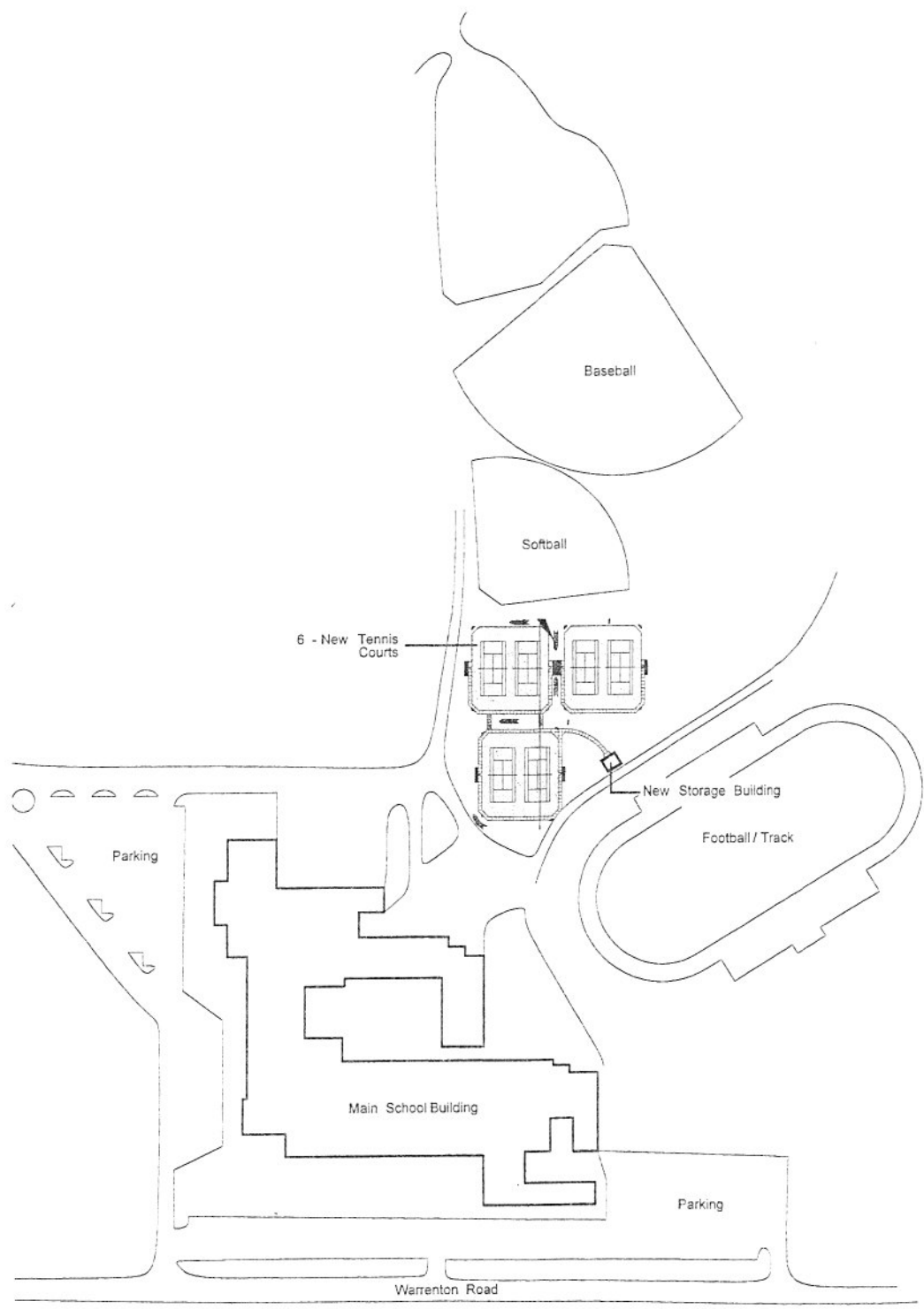
November Close construction loan

February 2013 Begin Construction

March 2014 Ribbon Cutting







# NORTHERN VANCE HIGH SCHOOL

KEY PLAN - NTS



# PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION Howard N. Lee, *Chairman*

DEPARTMENT OF PUBLIC INSTRUCTION June St. Clair Atkinson, ED.D., *State Superintendent*

WWW.NCPUBLICSCHOOLS.ORG

February 2, 2010

To: Steve Graham, Finance Officer  
Vance County Schools

Dr. Norman Shearin, Superintendent  
Vance County Schools

From: Benjamin J. Matthews, PhD., *Benjamin J. Matthews*  
Director, School Support Division

Re: 2009 Allocation of Qualified Zone Academy Bond Authority (QZAB's)

The State Board of Education has approved the allocation of Qualified Zone Academy Bond authority as follows:

|                               |                |
|-------------------------------|----------------|
| ➤ Aycock Elementary School    | \$ 276,420     |
| ➤ Dabney Elementary School    | 384,540        |
| ➤ Zeb Vance Elementary School | 276,420        |
| EO Young Elementary School    | 204,000        |
| Carver Elementary School      | 46,920         |
| L.B. Yancey Elementary School | 21,420         |
| Eaton-Johnson Middle School   | 138,720        |
| Henderson Middle School       | 14,570         |
| Northern Vance High School    | <u>636,990</u> |
| Total                         | \$2,000,000    |

The allocation is from North Carolina's 2009 federal allocation; therefore, bonds representing the full amount of the allocation must be issued no later than December 31, 2011. Ten percent of the bond proceeds must be committed, by contract, with a third party within 6 months after date of bond issue. One hundred percent of the proceeds must be spent within 3 years after date of bond issue.

Local officials will be responsible for determining whether the purposes for which QZABs are issued conform to state law regarding indebtedness. Further, local officials will ensure that the expenditure of bond proceeds are consistent with federal and state regulations regarding QZABs and with State Board of Education QZAB guidelines, which can be found at [www.schoolclearinghouse.org](http://www.schoolclearinghouse.org). Written notification must be provided to School Planning, Division of School Support, within 15 days of bond issuance. Questions may be directed to Mary Spradling at (919) 807-3556 or [MSpradling@dpi.state.nc.us](mailto:MSpradling@dpi.state.nc.us).

Best wishes for every success.

BJM/ms

cc: Mr. Steve Taynton, School Planning  
Mr. Roger Ballard, School Planning  
Ms. Dianne Kelly, Local Government Commission

## OFFICE OF FINANCIAL AND BUSINESS SERVICES

Philip W. Price, *Associate Superintendent* | [pprice@dpi.state.nc.us](mailto:pprice@dpi.state.nc.us)  
6326 Mail Service Center, Raleigh, North Carolina 27699-6326 | (919) 807-3600 | Fax (919) 807-3604  
AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

# VANCE COUNTY SCHOOLS

## Vance County Board of Education Resolution Exhibit A July 28, 2009

### ARRA QZAB Projects

| School                       | Description of Work   | Type Project   | Total Project Cost  |
|------------------------------|---|--|---------------------|
| Aycock Elementary            | A. Replace built up roof.<br>B. Re-key interior building locks.   | Roofing<br>Safety/Security   | \$ 276,420          |
| Dabney Elementary            | A. Replace built up roof.<br>B. Re-key interior building locks.<br>C. Repair masonry/Paint bldg inside.   | Roofing<br>Safety/Security<br>Masonry/Painting                               | \$ 384,540          |
| Zeb Vance Elementary         | A. Replace built up roof.<br>B. Re-key interior building locks.   | Roofing<br>Safety/Security   | \$ 276,420          |
| EO Young Elementary<br>(Gym) | A. Replace flooring.<br>B. Replace bleachers.<br>C. Install energy efficient windows.   | Flooring<br>Bleachers<br>Windows   | \$ 204,000          |
| Carver Elementary            | A. Install energy efficient windows.<br>B. Paint entire inside of the building.   | Windows<br>Painting  | \$ 46,920           |
| LB Yancey Elementary         | A. Install energy efficient windows.  | Windows  | \$ 21,420           |
| Eaton-Johnson Middle         | A. Paint entire inside of the building.<br>B. Re-key interior building locks.   | Painting<br>Safety/Security  | \$ 138,720          |
| Henderson Middle             | A. Re-key interior building locks.  | Safety/Security  | \$ 14,570           |
| Northern Vance High          | A. Install hand and guard rails.<br>B. Sandblast/Paint exterior stairwells.<br>C. Replace ceiling and lights.<br>D. Replace outside windows/doors.<br>E. Repave side/back parking lots. | Safety/Security<br>Painting<br>Ceiling/Lighting<br>Safety/Security<br>Paving | \$ 636,990          |
|                              |   | <b>Amount of QZAB<br/>Funds Requested</b>                                    | <b>\$ 2,000,000</b> |

BUILDINGS AND GROUNDS REPORT  
(September 2011)

1. Aycock
  - A. Replaced the expansion valve in the walk-in freezer.
  - B. Replaced the breaker on air handler #1.
  - C. Replaced the solenoid valve in the walk-in cooler.
  
2. Carver
  - A. Replaced the compressor in mobile unit #1.
  - B. Removed tree that was damaged during hurricane.
  
3. Dabney
  - A. Replaced gaskets on the pump for the dishwasher.
  - B. Replaced the fan motor on the food holding cabinet.
  - C. Replaced the compressor in air conditioning unit #7.
  - D. Replaced 5820XL Silent Knight Fire Panel.
  - E. Repaired roof leaks.
  
4. E. M. Rollins
  - A. Replaced the indoor blower motor on the heat pump in room #44.
  - B. Relocated Pre-K storage building from rear of building to the Pre-K playground on Sherwood Road side of the building.
  - C. Removed tree and 3 stumps from playground area.
  
5. Eaton-Johnson
  - A. Replaced the thermostat in mobile unit #3.
  
6. E. O. Young
  - A. Replaced drop cord on milk box in the cafeteria.
  - B. Replaced all of the insulation on the refrigeration lines on the walk-in cooler and freezer.
  - C. Repaired roof leaks on penthouse.
  
7. Henderson Middle
  - A. Replaced the control board on the Blodgett oven in the kitchen.
  - B. Replaced the water valve on the ice machine in the kitchen.
  - C. Replaced the bearings on the fan in the gas pack for the cafeteria.
  - D. Replaced the transformer on the heat pump in the band room.
  
8. L. B. Yancey
  - A. Repaired a Freon leak on the walk-in cooler and recharged the system.
  - B. Replaced the pressure switch on the walk-in cooler.
  - C. Replaced the thermostat on the heat pump in room #106.
  - D. Monitored quality of incoming power in an effort to correct a computer problem.
  
9. New Hope
  - A. Replaced the capacitor in the walk-in freezer condenser unit.
  - B. Replaced lights for sign out front.

10. Northern Vance

- A. Replaced the belts on the gas pack for the office area.
- B. Replaced the condenser motor on the walk-in cooler.
- C. Repaired the drain pan on the ventilator in room J-101.
- D. Replaced the thermostat on the grease trap in the kitchen.
- E. Installed three new water coolers.
- F. Installed fiberglass wall panels in 4 classrooms on L-Suite.
- G. Installed new white boards on L-Suite and I-Suite.

11. Pinkston Street

- A. Replaced the contactor on the walk-in cooler.
- B. Replaced the ACT controls board for the air conditioning system.
- C. Removed fallen tree limbs from the hurricane.

12. Southern Vance High

- A. Replaced 3 fan blades on chiller #1 by the cafeteria.
- B. Replaced the compressor on #1 milk box in the cafeteria.
- C. Replaced the condenser motor on milk box #2.
- D. Replaced the water valve on the ice machine in the training room on the 500 hall.
- E. Repaired wiring and receptacles for serving line.
- F. Installed three new water coolers.

13. Western Vance High

- A. Replaced switch on the window air conditioner unit in room #210.

14. Zeb Vance

- A. Replaced the capacitor on air conditioner unit #5.
- B. Replaced the booster heater for the dishwasher in the cafeteria.

15. Administrative Services Center

- A. Repaired brick sidewalk.

16. Facilities Department

- A. Completed the first phase of the HVAC project at Northern Vance High School.
- B. Completed punch list on New Hope water piping project and restroom renovation.
- C. Working with Landmark Group to explore future use of Eaton-Johnson 2 story building.
- D. Assisted architect and contractor with multipurpose room construction and maintained smooth transition with the return of students.
- E. Work orders received through August 31, 2011 - 1,040
- Work orders completed through August 31, 2011 - 949
- Work orders incomplete through August 31, 2011 - 91
- Prior year work orders incomplete - 152

Vance County Schools MP Room Additions  
Monthly Progress Meeting  
September 14<sup>th</sup>, 2011  
GC Agenda

Work to Date

**Rollins-**

Metal Roof 100%

Metal Framing 100%

HC Ramp 100%

CMU Wall 100%

Sheathing 100%

Brick 100%

Wall Rough In P,M,E,S 100%

OH Rough In Plumbing 95%, Mechanical 90%, Electrical 40%, Sprinkler 90%

Wall Panels/Gutter 85%

Next 30 days

**Rollins-**

Complete storefront/FRP doors

Hang/Finish Drywall

Paint Primer Coat

Ceiling Grid

OH Rough In Electrical/Lights on

Set Mechanical Equipment/HVAC Start-up

Drywall Point up

Paint Finish coats

Hard tile

Work to Date

**Yancey**

Wall Rough In P,M,E,S 100%

OH Rough In Plumbing 95%, Mechanical 100%, Electrical 10%, Sprinkler 90%

Rough in Existing Building Data, Intercom, Security 100% Fire Alarm 0%

TPO Roofing 90%

Wall Panels/Gutter 85%

Next 30 days

**Yancey**

Complete storefront/FRP doors

Hang/Finish Drywall

Paint Primer Coat

Ceiling Grid

OH Rough In Electrical/Lights on

Set Mechanical Equipment/HVAC Start-up

Drywall Point up

Paint Finish coats

Hard tile

## Work to Date

### New Hope

Pour Sprinkler Tank Pad 100%

Metal Building Erection & Roofing 100%

Metal Stud framing/Sheathing 100%

Brick/CMU 100%

Wall/OH Rough In Plumbing 0%, Electrical 15%, Sprinkler 75%, Mechanical 0%

## Next 30 days

### New Hope

Complete storefront/FRP doors

Wall Panels/Gutters

Existing Building Rough In

Wall/OH Rough In P,M,E&S

Hang/Finish Drywall

Paint Primer Coat

Ceiling Grid

OH Rough In Electrical/Lights on

Set Mechanical Equipment/HVAC Start-up

## Open Items from 7/13,8/10

1. Color selections
2. Submit Fire Alarm to VC
3. Signage
4. Recessed speakers

## New Items

- waterless urinal EMR
- Material deliveries
  - Fire Pumps
  - Electrical Gear & Lights
  - Sprinkler Tank
- Fire alarm LBY not complete until after Christmas break
- Toilet Paper holders

## Submittal Log Status

### RFI's

## Status of Changes to the Work

Proposal 16-Rollins Ramp sidewalk improvements

Proposal 17- HC Parking space New Hope

Proposal 18- Roof Drain Piping at EMR & NH



Vance County Schools MP Room Additions  
H.G. Reynolds Company, Inc.

Submittal Status Sheet  
9/14/2011

Not Yet Submitted

- NONE

Color Selections Not Yet Submitted

- NONE

Color Selections Outstanding from Architect

- Expansion Controls, 05800
- EIFS, 07240
- Joint Sealers, 07900
- Tile & Interior Stonework, 09300, 09600
- Resilient Flooring, 09650

Submittals Outstanding from Architect

- NONE

**Minutes of the Vance County Board of Education Policy Committee  
October 3, 2011**

The Vance County Board of Education Policy Committee met on Monday, October 3, 2011, at 5:30 p.m. in the library conference room.

|          |                     |                 |
|----------|---------------------|-----------------|
| Present: | Darlynn Oxendine    | Ronald Gregory  |
|          | Gloria J. White     | Cassandra Evans |
|          | Emeron J. Cash, Sr. | Wil McLean      |
|          |                     | Angela Miles    |

The meeting was called to order by Mrs. Oxendine.

**Section G: Personnel**

- ❖ File GCJ-R and GCJ-E1,E2,E3 (Procedures and Form) – Official Uniform Workweek

After reviewing the proposed changes to the procedures and forms, the committee agreed to send to the Board for information only.

**Section I – Instruction**

- ❖ File JFB (also JCDB) – Gang-Related Activity

The committee agreed to send the proposed new policy to the full Board for a first reading.

- ❖ File JFBA (also JCDC) – Prohibition Against Discrimination, Harassment and Bullying

After reviewing the proposed new policy, the committee agreed to send to the full Board for a first reading.

- ❖ File JHC – Concussion and Head Injury

The committee reviewed the proposed new policy and agreed to send to the full Board for a first reading.

**Other:**

Meeting adjourned.

The next meeting is scheduled for October 25, 2011 at 5:30 p.m.

## OFFICIAL UNIFORM WORKWEEK

1. The Board of Education recognizes the need to establish an official uniform workweek for all full-time employees. Therefore, in agreement with the State Board of Education's recommendation, all full-time employees shall work a forty-hour week.
2. The uniform official workweek requires all employees to spend forty hours per week at actual assigned duties.

Adopted: **November 5, 1979**

## OFFICIAL UNIFORM WORKWEEK

### 1. Rationale

It has become necessary for reasons of equity as well as recognition that government employees in the field of education should spend an equal number of hours on actual duty as those employees in other governmental agencies. The uniform forty-hour workweek policy will bring about parity on this level.

### 2. Implementation

#### A. Effective Date

~~September 4, 1979~~ **July 1, 2011**

#### B. Definition

A forty-hour workweek is actual time spent working and is required of all employees (full-time). However, a degree of flexibility may be exercised according to specific needs. For example, one may work 8:00 a.m. to 5:00 p.m. with an hour for lunch, or 8:30 a.m. to 5:30 p.m. with an hour for lunch, or 8:00 a.m. to 4:30 p.m. with a half-hour for lunch. In all cases, forty hours of actual work, not including the lunch break, is the policy requirement. The hours to be worked flexibly must be agreed upon between supervisor and supervisee.

#### C. Compensatory Time

~~All compensatory time must be accounted for by the immediate supervisor as accrued and granted at a mutually agreed upon time. The use of compensatory time is encouraged instead of excessive overtime, of course, with supervisory approval.~~ **Non-licensed employees should not work in excess of assigned hours without permission or knowledge of the supervisor. In accordance with the Fair Labor Standards Act, non-exempt employees will be granted compensatory time off in lieu of compensation for hours worked in excess of 40 hours per work week. An employee may not accumulate over 240 hours of compensatory time. Prior approval is required for compensatory or overtime.**

#### D. Categories

- (1) All Professional Staff must work the full uniform forty-hour workweek with the flexibility described in 2-B. Teachers are an exception as is stated below. This, however, does not preclude some flexibility with teachers when necessary.

**Central Office staff will work from 8:00 a.m. to 5:00 p.m. With approval from your immediate supervisor, this schedule may be altered to meet the needs of an individual.**

- (2) Teachers and Teacher Assistants must spend thirty seven and one-half hours per week at actual work in the classroom or in planning. An additional two and one-half hours per week are to be assigned by the principals for meetings, conferences, etc.

**Elementary teachers and teacher assistant will work from 7:30 a.m. to 3:30 p.m. each day. Middle and High School teachers and teacher assistants will work from 7:40 a.m. to 3:40 p.m. each day. This schedule may be altered to meet the needs of an individual school, but under no circumstances will the length of the workday be less than seven hours and thirty minutes.**

- (3) Clerical Staff must spend the full forty hours at the specifically assigned duty. This may be adjusted as stated in 2-B.
- (4) Transportation, Maintenance, and Food Service Staff must work the full forty-hour week as scheduled by their supervisors. Particular attention should be paid to the compensatory time provision under 2-C.
- (5) ~~Aides are required to work a full forty hour week as scheduled by their supervisors.~~
- (6) All Hourly Employees will have their workweek schedules by their supervisors as necessary.

Adopted: **November 5, 1979**

## Procedures for Recording and Expending Compensatory Time

- All overtime worked must be approved by an immediate supervisor, principal, etc.
- Any employee, who has accrued compensatory time and has requested use of it, shall be permitted to use such time off within a reasonable period after making the request, if such request does not unduly disrupt the operations of a school, department, etc.
- **When a request to use compensatory time is approved, the time will be expended in any increments necessary to equate to 40 hours of work during that specific week.**
- Compensatory time will be accrued at a rate of time plus one half.
- Compensatory time may not exceed ~~480~~ **240** hours.
- **Any employee with accrued compensatory time shall be required to exhaust compensatory time before using other earned leave.**
- Overtime in cash payments in lieu of compensatory time off may be made, when approved by the Superintendent.
- Upon termination of employment, an employee shall be paid for unused compensatory time earned.
- ~~All requests to expend compensatory time must be submitted at least 24 hours prior to the expected time off period.~~
- ~~Each employee must record compensatory hours on the "Employee Compensatory Record Sheet" daily.~~
- ~~Immediate supervisors, principals, etc. must initial the employee's record of compensatory time as approved.~~
- ~~Compensatory time can be expended in hourly increments only.~~
- ~~Only compensatory time earned, approved by an immediate supervisor, and on file in the Office of Human Resource Management shall be recognized. Record sheets must be submitted to the Human Resource Management Office monthly.~~

CFR Code of Federal Regulations: Title 29: Labor Chapter V  
 Wage Division, Department of Labor; Part 553  
 Application of the Fair Labor Standards Act to Employees of State and Local Governments

Employee Compensatory Time Record Sheet

Employee Name: \_\_\_\_\_ SSN: \_\_\_\_\_  
Job Assignment: \_\_\_\_\_  
Location: \_\_\_\_\_ Month: \_\_\_\_\_

| Month     | Day | Overtime Hours |      | Compensatory Time |      |         | Approval |
|-----------|-----|----------------|------|-------------------|------|---------|----------|
|           |     | From           | To   | Earned            | Used | Balance |          |
| Ex: March | 1   | 3:30           | 4:00 | 45 min.           |      | 45 min. |          |
|           | 1   |                |      |                   |      |         |          |
|           | 2   |                |      |                   |      |         |          |
|           | 3   |                |      |                   |      |         |          |
|           | 4   |                |      |                   |      |         |          |
|           | 5   |                |      |                   |      |         |          |
|           | 6   |                |      |                   |      |         |          |
|           | 7   |                |      |                   |      |         |          |
|           | 8   |                |      |                   |      |         |          |
|           | 9   |                |      |                   |      |         |          |
|           | 10  |                |      |                   |      |         |          |
|           | 11  |                |      |                   |      |         |          |
|           | 12  |                |      |                   |      |         |          |
|           | 13  |                |      |                   |      |         |          |
|           | 14  |                |      |                   |      |         |          |
|           | 15  |                |      |                   |      |         |          |

\*\*Compensatory record sheets must be submitted to your supervisor monthly.





## GANG-RELATED ACTIVITY

The Vance County Board of Education strives to create a safe, orderly, caring and inviting school environment. Gangs and gang-related activities have proven contrary to that mission and are prohibited within the schools. A gang is any ongoing organization, association or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of criminal acts and having a common name or common identifying sign, colors or symbols. The violence and crime that accompany gangs pose a serious threat to the safety of students and employees of the school system. Even absent acts of violence or crime, the existence of gang-related activity within the schools creates an atmosphere of fear and hostility that obstructs student learning and achievement. Thus, the Board condemns the existence of gangs and will not tolerate gang-related activity in the school system.

### A. PROHIBITED BEHAVIOR

Gang-related activity is strictly prohibited within the schools. For the purposes of this policy, "gang-related activity" means: (1) any conduct that is prohibited by another Board policy and is engaged in by a student on behalf of an identified gang or as a result of the student's gang membership; or (2) any conduct engaged in by a student to perpetuate, proliferate or display the existence of any identified gang.

Conduct prohibited by this policy includes:

1. wearing, possessing, using, distributing, displaying or selling any clothing, jewelry, emblems, badges, symbols, signs or other items with the intent to convey membership or affiliation in a gang;
2. communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.) with the intent to convey membership or affiliation in a gang;
3. tagging, or otherwise defacing school or personal property with symbols or slogans intended to convey membership or affiliation in a gang
4. requiring payment of protection, insurance or otherwise intimidating or threatening any person related to gang activity
5. inciting others to intimidate or to act with physical violence upon any other person related to gang activity
6. soliciting others for gang membership; and
7. committing any other illegal act or other violation of school system policies in connection with gang-related activity.

**B. NOTICE**

The superintendent or designee shall regularly consult with law enforcement officials to maintain current examples of gang-related activities, including but not limited to gang names and particularized examples of potential gang indicators including symbols, hand signals, graffiti, clothing, accessories and behaviors. Each principal shall maintain a list of current examples of gang-related activities to assist students, parents and teachers in identifying gang symbols and practices. The list shall be available in an easily accessible location in the main office of the school. Parents, students and school employees may, upon request, access the list, which shall include a warning that wearing or displaying clothing, hand signs or symbols identified in the list with the intent to convey membership or affiliation in any gang may subject a student to discipline under this policy.

In addition, the Student Code of Conduct (Policy JFC) and all student handbooks (or such other similar materials distributed to parents and students in lieu of a student handbook) shall contain notice that (1) current information on gang-related activities is maintained in the main office at each school; (2) information on gang-related activities is subject to change and the principal should be consulted for updates; and (3) wearing or displaying clothing, hand signs or symbols identified in the list with the intent to convey membership or affiliation in any gang may subject a student to discipline under this policy. The Student Code of Conduct and student handbook (or such other similar materials) also shall provide the addresses of websites that contain additional information identifying gang signs, symbols, clothing and other gang indicators.

In providing this information for students and parents, the Board acknowledges that not all potential gang indicators connote actual membership in a gang.

**C. CONSEQUENCES**

Before being punished for a violation of subsection A.1 or A.2, above, a student shall receive an individualized warning as to what item or conduct is in violation of this policy and shall be permitted to immediately change or remove any prohibited items. A student may be punished only if he or she previously received notice that the specific item or conduct is prohibited.

The superintendent or designee shall list in the Student Code of Conduct the specific range of consequences that may be imposed on a student for violations of these subsections. (Policy JFC and JFC-R)

In a situation where a student has violated this policy or is otherwise suspected of gang affiliation through other circumstantial evidence, the principal shall conduct an intervention involving the principal and/or assistant principal, the

**FILE: JFB (also JCDB)**

student and the student's parent. Such intervention also may include the school resource officer and others as appropriate. The purpose of an intervention is to discuss school officials' observations and concerns and to offer the student and his or her parent's information and an opportunity to ask questions or provide other information to the school officials.

This policy shall be applied in a non-discriminatory manner based on the objective characteristics of the student's conduct in light of the surrounding circumstances.

Legal References: G.S. 115C-390.2

Adopted:

## PROHIBITION AGAINST DISCRIMINATION, HARASSMENT AND BULLYING

The Vance County Board of Education acknowledges the dignity and worth of all students and employees and strives to create a safe, orderly, caring and inviting school environment to facilitate student learning and achievement. The Board will not tolerate any form of unlawful discrimination, harassment or bullying in any of its educational or employment activities.

### A. PROHIBITED BEHAVIORS AND CONSEQUENCES

#### 1. Discrimination, Harassment and Bullying

Students, school system employees, volunteers and visitors are expected to behave in a civil and respectful manner. The Board expressly prohibits unlawful discrimination, harassment and bullying.

Students are expected to comply with the behavior standards established by Board policy and the Student Code of Conduct. Employees are expected to comply with Board policy and school system regulations. Volunteers and visitors on school property also are expected to comply with Board policy and established school rules and procedures.

Any violation of this policy is serious, and school officials shall promptly take appropriate action. Students will be disciplined in accordance with the Board's Policy JFC, Student Code of Conduct. Based on the nature and severity of the offense and the circumstances surrounding the incident, the student will be subject to appropriate consequences and remedial actions ranging from positive behavioral interventions up to, and including, expulsion.

Employees who violate this policy will be subject to disciplinary action, up to, and including, dismissal. Volunteers and visitors who violate this policy will be directed to leave school property and/or reported to law enforcement.

When considering if a response beyond the individual level is appropriate, school administrators should consider the nature and severity of the misconduct to determine whether a classroom, school-wide or school system-wide response is necessary. Such classroom, school-wide or school system-wide responses may include staff training, harassment and bullying prevention programs and other measures deemed appropriate by the superintendent to address the behavior.

2. Retaliation

The Board prohibits reprisal or retaliation against any person for reporting or intending to report violations of this policy, supporting someone for reporting or intending to report a violation of this policy or participating in the investigation of reported violations of this policy.

After consideration of the nature and circumstances of the reprisal or retaliation and in accordance with applicable federal, state or local laws, policies and regulations, the superintendent or designee shall determine the consequences and remedial action for a person found to have engaged in reprisal or retaliation.

**B. APPLICATION OF POLICY**

This policy prohibits unlawful discrimination, harassment and bullying by students, employees, volunteers, and visitors. "Visitors" includes persons, agencies, vendors, contractors and organizations doing business with or performing services for the school system.

This policy applies to behavior that takes place:

1. in any school building or on any school premises before, during or after school hours;
2. on any bus or other vehicle as part of any school activity;
3. at any bus stop;
4. during any school-sponsored activity or extracurricular activity;
5. at any time or place when the individual is subject to the authority of school personnel; and
6. at any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the schools.

**C. DEFINITIONS**

For purposes of this policy, the following definitions apply:

1. Discrimination

Discrimination means any act or failure to act that unreasonably and unfavorably differentiates treatment of others based solely on their membership in a socially distinct group or category, such as race,

ethnicity, sex, pregnancy, religion, age or disability. Discrimination may be intentional or unintentional.

2. Harassment and Bullying

a. Harassment or bullying behavior is any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication that:

- 1) places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or
- 2) creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities or benefits.

"Hostile environment" means that the victim subjectively views the conduct as harassment or bullying and that the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is harassment or bullying. A hostile environment may be created through pervasive or persistent misbehavior or a single incident, if sufficiently severe.

Harassment and bullying include, but are not limited to, behavior described above that is reasonably perceived as being motivated by any actual or perceived differentiating characteristic or motivated by an individual's association with a person who has or is perceived to have a differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental or sensory disability. Examples of behavior that may constitute bullying or harassment include, but are not limited to, verbal taunts, name-calling and put-downs, epithets, derogatory comments or slurs, lewd propositions, exclusion from peer groups, extortion of money or possessions, implied or stated threats, assault, impeding or blocking movement, offensive touching or any physical interference with normal work or movement, and visual insults, such as derogatory posters or cartoons. Legitimate age-appropriate pedagogical techniques are not considered harassment or bullying.

It is possible for harassment, including sexual or gender-based harassment, to occur in various situations. For example, harassment may occur between fellow students or co-workers, between supervisors and subordinates, between employees and



students, or between non-employees, including visitors, and employees or students. Harassment may occur between members of the opposite sex or the same sex.

- b. Sexual harassment is one type of harassment. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when:
- 1) submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's employment, academic progress or completion of a school-related activity;
  - 2) submission to or rejection of such conduct is used as the basis for employment decisions affecting the individual, or in the case of a student, submission to or rejection of such conduct is used in evaluating the student's performance within a course of study or other school-related activity; or
  - 3) such conduct is sufficiently severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with an employee's work or performance or a student's educational performance, limiting a student's ability to participate in or benefit from an educational program or environment, or creating an abusive, intimidating, hostile or offensive work or educational environment.

Sexually harassing conduct includes, but is not limited to, deliberate, unwelcome touching that has sexual connotations or is of a sexual nature, suggestions or demands for sexual involvement accompanied by implied or overt promises of preferential treatment or threats, pressure for sexual activity, continued or repeated offensive sexual flirtations, advances or propositions, continued or repeated verbal remarks about an individual's body, sexually degrading words used toward an individual or to describe an individual, or the display of sexually suggestive drawings, objects, pictures or written materials. Acts of verbal, nonverbal or physical aggression, intimidation or hostility based on sex, but not involving sexual activity or language, may be combined with incidents of sexually harassing conduct to determine if the incidents of sexually harassing conduct are sufficiently serious to create a sexually hostile environment.

- c. Gender-based harassment is also a type of harassment. Gender-based harassment may include acts of verbal, nonverbal or physical aggression, intimidation or hostility based on sex or sex-stereotyping but not involving conduct of a sexual nature.

**D. REPORTING AND INVESTIGATING COMPLAINTS OF DISCRIMINATION, HARASSMENT OR BULLYING**

Employees are required to report any actual or suspected violations of this policy. Students, parents, volunteers, visitors or others are also strongly encouraged to report any actual or suspected incidents of discrimination, harassment or bullying. All reports should be made in accordance with Board Policy JFC, Student Code of Conduct and JFC-R, Rules for Student Conduct. Reports may be made anonymously, and all reports shall be investigated in accordance with that policy.

**E. TRAINING AND PROGRAMS**

The Board directs the superintendent to establish training and other programs that are designed to help eliminate unlawful discrimination, harassment and bullying and to foster an environment of understanding and respect for all members of the school community. Information about this policy and the related complaint procedure must be included in the training plan.

As funds are available, the Board will provide additional training for students, employees and volunteers who have significant contact with students regarding the Board's efforts to address discrimination, harassment and bullying and will create programs to address these issues. The training or programs should (1) provide examples of behavior that constitutes discrimination, harassment or bullying; (2) teach employees to identify groups that may be the target of discrimination, harassment or bullying; and (3) train school employees to be alert to locations where such behavior may occur, including locations within school buildings, at school bus stops, and on cell phones and the Internet.

**F. NOTICE**

The superintendent is responsible for providing effective notice to students, parents and employees of the procedures for reporting and investigating complaints of discrimination, harassment and bullying. This policy must be posted on the school system website, and copies of the policy must be readily available in the principal's office, the media center at each school and the superintendent's office. Notice of this policy must appear in all student and employee handbooks and in any school system publication that sets forth the comprehensive rules, procedures and standards of conduct for students and employees.

**G. COORDINATORS**

The superintendent or designee shall publish the names, office addresses and phone numbers of the "Title IX coordinator" (for sex discrimination) and the "Section 504" and "ADA coordinator(s)" (for discrimination on the basis of

disability) in a manner intended to ensure that students, employees, applicants, parents and other individuals who participate in the school system's programs are aware of the coordinators. The coordinators shall coordinate the school system's efforts to comply with and carry out its Title IX, Section 504 and ADA responsibilities, which include investigating any complaints communicated to school officials alleging noncompliance with Title IX, Section 504 or the ADA or alleging actions which would be prohibited by those laws.

#### **H. RECORDS AND REPORTING**

The superintendent or designee shall maintain confidential records of complaints or reports of discrimination, harassment or bullying. The records must identify the names of all individuals accused of such offenses and the resolution of such complaints or reports. The superintendent also shall maintain records of training conducted and corrective action or other steps taken by the school system to provide an environment free of discrimination, harassment and bullying.

The superintendent shall report to the State Board of Education all verified cases of discrimination, harassment or bullying. The report must be made through the Discipline Data Collection Report or through other means required by the State Board.

#### **I. EVALUATION**

The superintendent shall evaluate the effectiveness of efforts to correct or prevent discrimination, harassment and bullying and shall share these evaluations periodically with the board.

Legal References: Age Discrimination in Employment Act of 1967, 29 U.S.C. 621 *et seq.*; Americans with Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d *et seq.*, 34 C.F.R. pt. 100; Title VII of the Civil Rights Act of 1964, 42 U.S.C. 2000e *et seq.*, 29 C.F.R. pt. 1604; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq.*, 34 C.F.R. pt. 106; *Racial Incidents and Harassment Against Students at Educational Institutions; Investigative Guidance*, U.S. Department of Education, Office for Civil Rights (1994); *Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties*, U.S. Department of Education, Office for Civil Rights (2001); *Oncala v. Sundowner Offshore Services*, 523 U.S. 75 (1998); G.S. 115C-335.5, -407.15 through -407.18; 126-16; State Board of Education Policy HRS-A-007

Adopted:

Vance County Schools, Henderson, N. C. 27536

## CONCUSSION AND HEAD INJURY

The Vance County Board of Education recognizes that concussions and other head injuries may be serious and potentially life threatening and that such injuries may result in serious consequences later in life if managed improperly. The Board is committed to practices that reduce the potential for short-term or long-term effects from such injuries. In support of this commitment, the Board directs school employees to comply with the concussion safety requirements for interscholastic athletic competition established by G.S. 115C-12(23) as amended in the Gfeller-Waller Concussion Awareness Act of 2011, and to implement and follow all concussion safety requirements set forth in State Board of Education rules and policies for middle and high schools. The superintendent or designee shall develop a plan consistent with state requirements and shall implement and monitor compliance with this policy. The superintendent is authorized to investigate the use of baseline testing for student-athletes and require that student-athletes undergo such testing prior to their participation in any interscholastic athletic competition.

### A. DEFINITION OF CONCUSSION

A concussion is a traumatic brain injury caused by a direct or indirect impact to the head that results in disruption of normal brain function, which may or may not result in a loss of consciousness.

### B. SCHOOL HEAD INJURY INFORMATION SHEET

Each year, all coaches, school nurses, athletic directors, first responders, volunteers, student-athletes, and parents of student-athletes must be provided with a concussion and head injury information sheet that meets the requirements of the State Board. Before any student, school employee, volunteer or first responder will be allowed to participate in interscholastic athletic activities, including tryouts, practices or competitions, he or she must sign the head injury information sheet and return it to the coach. Parents also must sign the sheet and return it to the coach before their children may participate in any interscholastic athletic activity. The principal of each school shall ensure that a complete and accurate record of the returned signed sheets is maintained in accordance with law and State Board policy.

### C. REMOVAL FROM AND RETURN TO PLAY

Any student-athlete who is exhibiting signs or symptoms consistent with a concussion must be removed from athletic activity immediately. Further, the student-athlete must not be allowed to return to play or practice that day or on any subsequent day until he or she has been evaluated and has received written clearance for participation that complies with the requirements of G.S. 115C-12(23) and any other applicable law or State Board policy.

**D. EMERGENCY ACTION PLANS**

Each principal or designee shall develop a venue-specific emergency action plan to respond to serious medical injuries and acute medical conditions in which the condition of the injured student may deteriorate rapidly. All such plans must include a delineation of roles, methods of communication, available emergency equipment and a plan for emergency transport. The plans must be (1) in writing, (2) reviewed by an athletic trainer who is licensed in North Carolina, (3) approved by the principal if developed by a designee, (4) distributed, posted, reviewed and rehearsed in accordance with G.S. 115C-12(23), and (5) compliant with any other requirements of state law and State Board policy.

**E. RECORD KEEPING**

The superintendent shall require each principal to maintain complete and accurate records of actions taken in his or her school to comply with this policy and applicable legal authority. Records shall include accounts of any education or training as may be required by law or State Board of Education policy.

Legal References: G.S. 115C-12(23); S.L. 2011-147

Other Resources: Matthew Gfeller Sport-Related TBI Research Center at UNC website [http://tbicenter.unc.edu/MAG\\_Center/Home.html](http://tbicenter.unc.edu/MAG_Center/Home.html); *Report to the North Carolina General Assembly: Study of Sports Injuries at Middle School and High School Levels*, N.C. Department of Public Instruction (2011)

Adopted:

**VANCE COUNTY SCHOOLS**  
**MINUTES OF THE BOARD CURRICULUM COMMITTEE MEETING**  
**Superintendent's Conference Room**  
**Wednesday, September 21, 2011**

Members Present:      Emeron Cash, Sr.  
                                 Ronald Kinsley  
                                 Dorothy Williams  
Staff Present:         Trixie Brooks  
                                 Ronald Gregory  
Guests:                 Jason Huff

Called to order by Emeron Cash, Sr. at 9:09 AM.

■ **RACE TO THE TOP (RttT)**

- Detailed Scope of Work (DSW) approved September 9
- Will be posted on the VCS website
- RttT funds along with other funds will help meet the objectives to increase student achievement, career and college readiness, graduation rate, and teacher effectiveness through the following:
  - Professional development for Common core and the evaluation process
  - Job fairs for teacher recruitment
  - Helping teachers with teaching license
  - Installing more Smartboards
- 2010-2011 RttT funds were used to help turnaround school LBY
  - LBY has come out of turnaround status
  - Expanded Clarke STEM school which will result in feeder school improvement
  - Board will be updated with any changes
- 2011-2012 all teachers will be teaching the Common Core/Essential Standards
- Schools have been shown test data to see what needs to be done to improve scores
- Destiney Ross has been hired as the Instructional Technology Facilitator to assist teachers with teaching instruction using more technology
- The DSW can change to address other goals
  - Curriculum board will be notified of any changes
- The VCS full board will receive a copy

■ **VCS K-8 LITERACY PLAN**

- To identify low reading achievement in grades K-8
- Created by teachers and administrators and allows all schools to be consistent
- Literacy plan will be posted on the VCS website
- Will use the Fab 5: phonemics, vocabulary, fluency, phonics, and comprehension
- K-5 students have 90 minutes of uninterrupted reading; 6-8 students should have 75 minutes
- Teachers are modeling fluency daily
- Reading passages are longer
- K-2 curriculum has moved to Common Core in transitional period
  - K-2 training conducted summer 2011
- Media specialists will teach informational, research, technical skills
- Trixie Brooks is visiting each school to see the Literacy Plan in effect



- A 10% increase in reading scores is the goal
- Arnetra Terry is trained as a master trainer in Reading 3D Dibels, a reading assessment
  
- **VCS ASSESSMENT SYSTEM (FALCON)**
  - FALCON
    - Teachers have been trained to assess daily with short formative assessments
  - A 3<sup>rd</sup> grade pretest was done in early September
    - No longer a state requirement
  
- **OTHER**
  - September 21 first Early Release Day
    - 40 facilitators
  - Make sure students especially athletes have the correct courses needed to be college bound
    - Counselors and athletic directors can assist in this process

Meeting adjourned at 10:06 AM by Emeron Cash, Sr.



## COMMUNITY RELATIONS

### VANCE COUNTY BOARD OF EDUCATION COMMUNITY AND BUSINESS RELATIONS COMMITTEE

Minutes  
Tuesday, September 13, 2011

The Community and Business Relations Committee met at 5:30 p.m. on Tuesday, September 13, 2011, at the Administrative Services Center. Those present were Dorothy Williams, chairperson of the committee and a Board of Education member; Margaret Ellis, chairperson and a member of the Board of Education; Gloria J. White, vice chairperson and a member of the Board of Education; Darlynn Oxendine, a Board of Education member; Ruth Hartness, a Board of Education member; Ronald Kinsley, a Board of Education member; Ronald E. Gregory, superintendent; Jerry Stainback, attorney for the Board of Education; and Terri Hedrick, public information officer.

#### **Redefinition of the Vance County Electoral Districts:**

Jerry Stainback reported to the committee that the Board of Education must decide if it wants to follow the plan approved by the Board of Commissioners to redefine the county's electoral zones or redraw its own zone boundaries. He pointed out that the commissioners' plan includes Board of Education members Ronald Kinsley and Ruth Hartness, both in District 7, and leaves District 4 without a current representative on the Board of Education. If the plan goes through as currently proposed, Mr. Stainback said an election would be held in 2012 to elect a representative for District 4 for the Board of Education. He also stipulated that if the proposed plan moves forward Mr. Kinsley would not be able to seek re-election to the Board of Education in 2012 to represent District 7.

Gloria J. White and Darlynn Oxendine expressed support for the proposed plan as approved by the Board of Commissioners. They both noted that the commissioners spent a lot of money, time and effort to develop the plan. Mrs. White also pointed out that the plan still must get the approval of the U.S. Department of Justice (DOJ). She recommended that the Board of Education support the proposed plan and take action later if the DOJ does not approve it.

**The committee voted unanimously to recommend to the full board that the electoral districts are redefined as stipulated in the proposed plan approved by the Board of Commissioners for submission to the U.S. Department of Justice.**

There being no further business, the meeting was adjourned at 5:48 p.m.

**The next meeting of the Community and Business Relations Committee will be held on Tuesday, October 11, at 5:30 p.m. in the superintendent's conference room of the Administrative Services Center.**