

**Vance County Board of Education  
Henderson, N. C. 27536  
November 5, 2012 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
  - 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.)
  - VII. Superintendent's Report
    - A. Design Challenge Presentations by STEM Students
    - \* B. School Improvement Plan / Local Options ABC's Goals and Objectives for Western Vance High School (Attachment VII.B)
  - VIII. Board of Education Standing Committees
    - \* A. Personnel: Ronald B. Kinsley, Chair (Attachment)
    - \* B. Finance: Gloria J. White, Chair (Attachment)
    - C. Building & Grounds: Ruth M. Hartness, Chair (Attachment)
    - D. Policy: Darlynn P. Oxendine, Chair
    - 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 (Attachment X.B)
  - \* XI. Executive Session  
Approval of Minutes, Property, Legal, Personnel Matters
  - \* XII. Adjournment
- \* Requires Board Action

## Minutes of the Vance County Board of Education

October 8, 2012

The Vance County Board of Education met in regular session on Monday, October 8, 2012, 7:00 p.m., Administrative Services Center Board Room. Board members present were: Gloria J. White, Chair, Darlynn P. Oxendine, Vice Chair, Emeron J. Cash, Sr., Margaret A. Ellis, Ruth M. Hartness and Dorothy M. Williams. Ronald B. Kinsley was unable to attend. Senior staff members present were: Ronald E. Gregory, Superintendent, Dr. Trixie J. Brooks, Assistant Superintendent for Curriculum and Instruction, Dr. Brian K. Creasman, Assistant Superintendent for Administration/ Instructional Support, Wil McLean, Executive Director for Human Resources, Steven Graham, Finance Officer, Terri Hedrick, Public Information Officer, and Jerry Stainback, Attorney for the Board.

1. Mrs. White 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. Ellis, second by Ms. Williams, the Board unanimously (6-0) approved the minutes of the September 10, 2012 and October 1, 2012 meetings as presented.
3. Upon motion by Mrs. Oxendine, second by Mrs. Ellis, the Board unanimously (6-0) approved the meeting agenda with the following additions.
  - Add VI.B, Debbie Perkinson to Comments from the Public
  - Add VI.C, Scott Populorum to Comments from the Public
  - Add Personnel Addendum to VIII.A
  - Add Curriculum Attachment to VIII.E
4. Recognitions/Announcements - none
5. Comments from the Public
  - A. Rev. John Miles spoke to the Board regarding a recent letter he received dated September 14, 2012 from School Board Attorney Jerry Stainback. According to Mr. Stainback's letter, Policy GCKAA allows for volunteer coaches, but the coaches are controlled by the principals, athletic directors and coaches at each school. Rev. Miles stated that John Hargrove, HMS Principal, and Ronald Lowery, Head Football Coach, both approached him to be a part of the football staff at HMS. The letter further stated that the administration also considered other issues regarding eligibility and safety and determined there would not be any volunteer assistant football coaches this year. Rev. Miles stated he completed all necessary eligibility requirements according to the policy. There are volunteer coaches with the middle and high school football teams which conflicts with the letter received by Mr. Stainback. Rev. Miles introduced Attorney Garey Ballance.

Attorney Ballance spoke on behalf of Rev. Miles. He asked the Board to conduct an investigation into this matter. There is no valid reason for Rev. Miles to be excluded as a volunteer coach. He has the same qualifications as other volunteer coaches. This could

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leave the Board open for civil action by Rev. Miles. Attorney Ballance asked the Board to consider having a panel to look into what actually happened to avoid litigation. He thanked the Board for their time.

B. Debbie Perkinson requested to speak on the number of Vance County students leaving to attend Granville County Schools. Ms. Perkinson was not in attendance.

C. Scott Populorum of Public School Outreach Ministries thanked the Board for allowing the club to use E. M. Rollins Elementary and Eaton Johnson Middle School. Mr. Populorum stated he had met with both principals to execute a plan so all students would be accounted for. He shared both plans with the Board. In an effort to obtain Board approval, Mr. Populorum shared that the programs would not begin until January. He requested the Board lower the rate for using the facilities and presented copies of rental fees for Franklin County Schools and Wake County Schools.

6. Superintendent’s Report

(1) Mr. Gregory stated a budget work session was held for the Board on October 1, 2012. Mr. Graham presented the Budget Resolution for approval. The total appropriation for 2012-2013 is \$67,507,648.

Upon motion by Mrs. Hartness, second by Mrs. Oxendine, the Board unanimously (6-0) approved the following Vance County Board of Education Budget Resolution for Fiscal Year 2012-2013.

**VANCE COUNTY BOARD OF EDUCATION  
BUDGET RESOLUTION  
2012-2013 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, 2012 and ending June 30, 2013:

		<b>Budget Resolution Amount</b>
<b>Instructional Programs:</b>		
5100	Regular Instructional Services	\$503,447
5200	Special Populations Services	\$0
5300	Alternative Programs and Services	\$18,160
5400	School Leadership Services	\$217,003
5500	Co-Curricular Services	\$289,119
5800	School-Based Support Services	\$11,750

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<b>Support Services Programs:</b>		
6100	Support and Development Services	\$9,818
6200	Special Population Support and Development Services	\$21,727
6300	Alternative Programs/Services Support/Development Services	\$12,843
6400	Technology Support Services	\$192,455
6500	Operational Support Services	\$4,499,755
6600	Financial and Human Resource Services	\$314,744
6700	Accountability Services	\$35,541
6800	System-wide Pupil Support Services	\$6,000
6900	Policy, Leadership and Public Relations Services	\$732,453
7000	Ancillary Services	\$10,437
8000	Non-Programmed Charges	<u>\$1,055,344</u>
<b>Total Local Current Expense Fund Appropriation</b>		<b>\$7,930,596</b>

**Section 2-** The following revenues are estimated to be available to the Local Current Expense Fund for the fiscal year beginning July 1, 2012 and ending June 30, 2013:

County Appropriation	\$7,202,440
Fines and Forfeitures	\$250,000
Fund Balance Appropriated	<u>\$478,156</u>
<b>Total Local Current Expense Fund Revenue</b>	<b>\$7,930,596</b>

**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, 2012 and ending June 30, 2013:

<b>Instructional Programs:</b>		
5100	Regular Instructional Services	\$25,722,113
5200	Special Populations Services	\$4,495,948
5300	Alternative Programs and Services	\$1,236,325
5400	School Leadership Services	\$3,235,632
5800	School-Based Support Services	\$3,252,643
<b>Support Services Programs:</b>		
6100	Support and Development Services	\$355,909
6200	Special Population Support and Development Services	\$42,332
6300	Alternative Programs/ Services Support/Development Services	\$166,169
6400	Technology Support Services	\$259,604
6500	Operational Support Services	\$2,640,487

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6600	Financial and Human Resource Services	\$741,237
6700	Accountability Services	\$185,935
6900	Policy, Leadership and Public Relations Services	\$305,732
7000	Ancillary Services	<u>\$70,152</u>
	<b>Total State Public School Fund Appropriation</b>	<b>\$42,710,218</b>

**Section 4-** The following revenues are estimated to be available to the State Public School Fund for the fiscal year beginning July 1, 2012 and ending June 30, 2013:

**State Funds** **\$42,710,218**

**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, 2012 and ending June 30, 2013:

**Instructional Programs:**

5100	Regular Curricular Services	\$307,866
5200	Special Populations Services	\$1,589,188
5300	Alternative Programs and Services	\$5,281,105
5400	School Leadership Services	\$32,304
5800	School-Based Support Services	\$114,865

**Support Services Programs:**

6100	Support and Development Services	\$193,811
6200	Special Population Support and Development Services	\$222,208
6300	Alternative Programs and Services Support & Dev. Services	\$255,363
6400	Technology Support Services	\$0
6500	Operational Support Services	\$297,765
6600	Financial and Human Resource Services	\$2,000
6700	Accountability Services	\$0
7000	Ancillary Services	\$33,848
8000	Non-Programmed Charges	<u>\$287,587</u>

**Total Federal Grants Fund Appropriation** **\$8,617,910**

**Section 6-** The following revenues are estimated to be available to the Federal Grants Fund for the fiscal year beginning July 1, 2012 and ending June 30, 2013:

**Federal Funds** **\$8,617,910**

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**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, 2012 and ending June 30, 2013:

<b>Ancillary Services Program:</b>		
7200	Nutrition Services	<u>\$4,964,187</u>
	<b>Total Child Nutrition Fund Appropriation</b>	<b>\$4,964,187</b>

**Section 8-** The following revenues are estimated to be available to the Child Nutrition Fund for the fiscal year beginning July 1, 2012 and ending June 30, 2013:

State Funds	\$8,237
Federal Funds	\$3,756,601
Local Funds	\$1,173,469
Fund Balance Appropriated	<u>\$25,880</u>
<b>Total Child Nutrition Fund Revenue</b>	<b>\$4,964,187</b>

**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, 2012 and ending June 30, 2013:

<b>Ancillary Services Program:</b>		
7100	Community Services	<u>\$115,027</u>
	<b>Total Child Care Fund Appropriation</b>	<b>\$115,027</b>

**Section 10-** The following revenues are estimated to be available to the Child Care Fund for the fiscal year beginning July 1, 2012 and ending June 30, 2013:

Local Funds	\$115,027
Fund Balance Appropriated	<u>\$0</u>
<b>Total Child Care Fund Revenue</b>	<b>\$115,027</b>

**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, 2012 and ending June 30, 2013:

<b>Support Services Programs:</b>		
5100	Regular Instructional Services	\$11,000
6500	Operational Support Services	\$399,774
6800	System-wide Pupil Support Services	\$0

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8000	Non-Programmed Charges	\$730,844
9000	Capital Outlay (Major School Construction/Renovation)	<u>\$0</u>
	<b>Total Capital Outlay Fund Appropriation</b>	<b>\$1,141,618</b>

**Section 12-** The following revenues are estimated to be available to the Capital Outlay Fund for the fiscal year beginning July 1, 2012 and ending June 30, 2013:

County Appropriation	\$554,217
State Funds	\$571,462
Federal Funds	\$0
Other Financing Sources	\$0
Fund Balance Appropriated	<u>\$15,939</u>
<b>Total Capital Outlay Revenues</b>	<b>\$1,141,618</b>

**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, 2012 and ending June 30, 2013:

<b>Instructional Programs:</b>		
5100	Regular Instructional Services	\$1,589,283
5200	Special Populations Services	\$18,629
5300	Alternative Programs and Services	\$197,680
5400	School Leadership Services	\$0
5500	Co-Curricular Services	\$0
5800	School-Based Support Services	\$100,726
<b>Support Services Programs:</b>		
6100	Support and Development Services	\$0
6200	Special Population Support and Development Services	\$6,000
6300	Alternative Programs/ Services Support/Development Services	\$0
6400	Technology Support Services	\$100,000
6500	Operational Support Services	\$15,774
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>
	<b>Total State Public School Fund Appropriation</b>	<b>\$2,028,092</b>

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**Section 14-** The following revenues are estimated to be available to the Other Restricted Fund for the fiscal year beginning July 1, 2012 and ending June 30, 2013.

County Appropriation	\$1,030,000
Interest and Indirect Cost Revenue	\$169,555
State Revenues	\$127,031
Federal Revenues	\$192,343
Other Local Funds	\$2,000
Transfer In	\$0
Fund Balance Appropriated	<u>\$507,163</u>
<b>Total Other Restricted Fund Revenue</b>	<b>\$2,028,092</b>

**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, 2012 and ending June 30, 2013:

<b>Local Current Expense Fund</b>	<b>\$7,930,596</b>
<b>State Public School Fund</b>	<b>\$42,710,218</b>
<b>Federal Grants Fund</b>	<b>\$8,617,910</b>
<b>Child Nutrition Fund</b>	<b>\$4,964,187</b>
<b>Child Care Fund</b>	<b>\$115,027</b>
<b>Capital Outlay Fund</b>	<b>\$1,141,618</b>
<b>Other Restricted Fund</b>	<b><u>\$2,028,092</u></b>
<b>Total Appropriation</b>	<b>\$67,507,648</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.



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**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 8th day of October, 2012.

Gloria J. White, Chair

Ronald E. Gregory, Superintendent

- (2) Mrs. White presented the delegates for the 43<sup>rd</sup> Annual NCSBA Conference to be held in Greensboro, NC to the Board for approval. Delegates include Margaret A. Ellis, Emeron J. Cash, Ruth M. Hartness and Gloria J. White. Alternates include Darlynn P. Oxendine and Dorothy M. Williams.

Upon motion by Mrs. Ellis, second by Mrs. Oxendine, the Board unanimously (6-0) approved Emeron J. Cash, Margaret A. Ellis, Ruth M. Hartness and Gloria J. White to serve as voting delegates at the NCSBA Annual Conference in November with Darlynn P. Oxendine and Dorothy M. Williams as alternates.

7. Board of Education Standing Committees

- (1) Personnel – Mrs. Hartness reported that the committee met October 2, 2012.

Upon motion by Mrs. Hartness, second by Mrs. Ellis, the Board unanimously (6-0) approved the following personnel recommendations.

Appointments

Sheila Taylor	Science Teacher	Henderson Middle	Eff. 10/02/12
Lynne Crowder	Interim E. C. Teacher Asst.	Dabney	Eff. 09/17/12
Beth Hubbard	Grade 1 Teacher	Dabney	Eff. Pending

Resignations

Kim Ellington	Grade 2 Teacher	Dabney	Eff. 10/19/12
Laura Brown	Teacher Assistant	Dabney	Eff. 08/31/12
Dafeong Liu	Science Teacher	Henderson Middle	Eff. 09/30/12
Michael Loyd	Electrician II	Maintenance	Eff. 10/18/12
Joann Abbott	Media Specialist	Dabney	Eff. 11/04/12

Retirement

Christopher Hughes	Mechanic II	Transportation	Eff. 10/01/12
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Leaves of Absence

Brenda Adcock	Receptionist	ASC	Eff. 09/26/12
Joanne Harris	Teacher Assistant	Dabney	Eff. 09/06/12
Clara Thorpe	Media Assistant	Zeb Vance	Eff. 10/04/12
Cynthia Simpson	Grade 2 Teacher	Zeb Vance	Eff. 09/10/12

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Candy Parker	CTE Teacher	Eaton Johnson	Eff. 09/27/12
Michelle Branch	Teacher Assistant	L. B. Yancey	Eff. 09/10/12
Edward Wilson	History Teacher	Southern Vance	Eff. 09/08/12

Employment Recommendation (Temporary / Substitute / Part-time)

Juanita Somerville	Substitute Teacher	All Schools
Gloria Acker	Substitute Bus Monitor	All Schools

Transfers–For Information Only

Robin Sanders	(f) Grade 5 Teacher	Pinkston Street	Eff. 10/01/12
	(t) AIG Teacher	E. O. Young	
Brittany Hedgepeth	(f) Grade 4 Teacher	Zeb Vance	Eff. 10/01/12
	(t) Grade 2 Teacher	Clarke	
William Hawley	(f) Custodian	L. B. Yancey	Eff. 09/10/12
	(t) Custodian	E. M. Rollins	
Angela Cruz	(f) PT Cafeteria Assistant	Carver	Eff. 10/01/12
	(t) FT Cafeteria Assistant	Carver	

(2) Finance–Mrs. White reported that the committee did not meet.

(3) Building and Grounds–Mrs. Hartness reported that the committee met on September 27, 2012. Several items were discussed.

(a) Mrs. Hartness shared a proposal from Jordan McMillen with Vance County Planning & Development requesting to lease a 50' x 50' corner piece of property at Western Vance High for a water meter vault. The installation would be underground and placed inside a chain link fence. This will allow the City of Henderson's water line to connect to the County's water line. Mrs. White asked if a lease agreement is needed or what needs to be done. Mr. Stainback stated a lease agreement would need to be prepared.

Mrs. Hartness made a motion to approve the water meter vault at Western Vance High School, seconded by Ms. Williams. The motion passed unanimously (6-0).

Mrs. White stated the motion passed and the Board will review the lease agreement once prepared.

(b) Mrs. Hartness reported that Jimmy Hite of Hite Associates met with the committee to provide an update on renovations to the Science labs at Northern Vance High School. Mr. Hite presented a list of things that were needed. Mrs. Hartness also spoke to Justyn Phelps, Science teacher at NVHS, to get information on items she felt was

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October 8, 2012

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needed. Most everything on the list was geared towards safety. Mrs. Hartness has provided the list to Mr. Gregory and Claiborne Woods, Director of Facilities.

Mrs. White stated that once this project is complete, the Board should look at other architectural firms. She asked Mr. Graham to share what had been done in regards to selecting architectural firms. He stated a resolution was passed that allows the Board flexibility to authorize and approve the use of architect/engineering firms without using the qualified based selection process when an estimated professional fee is in an amount less than \$30,000. Mrs. Hartness reminded Board members that Hite Associates had brought the New Clarke School under bid. Mrs. White added that the Board received an estimate for four (4) multipurpose rooms, but only got three (3).

Mrs. Hartness shared the original bid in 2008 for the Science labs was \$341,296. DPI has added certain restrictions, and Mr. Hite was able to obtain some waivers from DPI. The new estimate on renovating the labs is \$492,176. Several Board members requested in the future, that information be shared in advance if the information is presented to the Board.

Mr. Gregory stated this is information only. He has asked Mr. Hite to look at converting two (2) classrooms into labs in order to reduce the costs. Mrs. Hartness stated the project will need to be rebid. She will send the information to all Board members. Mr. Gregory stated that he along with Dr. Creasman and Mr. Woods is scheduled to meet with Mr. Hite on Friday, October 12, 2012 to tour the classrooms at Northern Vance High. Dr. Creasman added that Mr. Hite only provided one option. More options are needed. He had met with Science teachers, Justyn Phelps and Connie Johnson to look at ways to reduce the costs.

- (c) A lease agreement between Vance County Schools and Vance County to lease ½ acre of land across from New Hope Elementary was presented to the Board for approval. Mrs. Hartness stated the purpose of the lease is to allow the County to build a water tower to supply water for residents in the northern part of the County. Mrs. White inquired to the proposed changes recommended that were not included in the lease agreement. Mr. Stainback stated the committee recommended bringing the original lease agreement included in the Board's book to the full Board for approval. Mrs. White stated she could not agree to the lease agreement without the proposed changes. Mr. Stainback stated the committee discussed two (2) items to be included in the lease. Mrs. Hartness stated the changes were a provision dealing with notice of termination of the lease from the County in the event the property should ever cease to be used for the purposes intended and that upon the termination of the lease, the County would be responsible for the removal of the proposed water storage tank and leave the property in the same condition it was in prior to the time of the lease. The Board briefly discussed the lease agreement with proposed changes.

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Mrs. Hartness made a motion to approve the lease agreement with the conditions that there be a provision dealing with notice of termination of the lease from the County in the event the property should ever cease to be used for the purposes intended and that upon the termination of the lease, the County would be responsible for the removal of the proposed water storage tank and leave the property in the same condition it was in prior to the time of the lease. Mrs. Oxendine seconded the motion. The motion passed unanimously (6-0).

- (d) Mrs. Hartness informed the Board that Rex Todd with The Landmark Group was still interested in the Eaton Johnson Two Story Building for its original proposal. Mr. Gregory knowing the feelings of the community asked Mr. Todd to look at using the facility as a teacherage. Since the meeting, Mr. Todd looked at the possibility but stated teachers earn too much money. Therefore, they cannot convert the building into a teacherage. Mr. Todd is recommending converting the facility into housing for the elderly. His proposal includes 49 units with 20% of the units reserved for disabilities. Mrs. Hartness asked the Board to seriously think about the proposal before the November 5, 2012 meeting. This will allow the group to apply for funding.

Mrs. Ellis and Mrs. White expressed their concern for those who spoke out previously when Mr. Todd presented his original proposal. Both agreed that the Board needed to get feedback from the community again regarding housing for the elderly before moving forward. Mrs. Hartness stated that Mr. Todd will be at the next Building and Grounds Committee meeting on October 30, 2012. Mrs. White reiterated that the Board is not going to rush into anything. Good feedback from the community is needed first. Mrs. Ellis asked if it is possible to have a portion for the elderly and a portion for teachers. Mr. Gregory stated there are stipulations in receiving funding for this project. Terri Hedrick is developing a survey for our teachers to find out why teachers are not living in Vance County. We will not move forward with the Eaton Johnson project without community feedback first.

Mr. Gregory stated the property had already been offered to the County and they declined the offer. It is now up to the Board to determine what to do with the property.

- (4) Policy – Mrs. Oxendine reported that the committee did not meet.
- (5) Curriculum – Mr. Cash reported the committee met September 27, 2012. Items discussed included the IKAE Policy, Race to the Top Progress and Common Core Training.

Dr. Brooks gave a brief update on Race to the Top. Dr. Brooks noted that teachers and administrators participated in over 975 contact hours of professional development in

WESTERN VANCE  
HIGH SCHOOL

OCT 23 2012



WESTERN VANCE HIGH SCHOOL

Eric N. Pierce, Principal  
[epierce@vcs.k12.nc.us](mailto:epierce@vcs.k12.nc.us)

Mark Lawhorne, Assistant Principal  
[mlawhorne@vcs.k12.nc.us](mailto:mlawhorne@vcs.k12.nc.us)

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September 2012

Western Vance High School Local Options for ABC Education Plan 2012-2013

1. Parental Contacts will increase 10% over last year  
Indicators: parent contact logs, mailings, letters, newsletters, visitor logs  
Last year: 3850  
Target 2012-13 4235
  
2. High level of achievement, students will earn credits to be promoted 2% over the previous school year.  
Indicators: number of students promoted a grade level and meeting graduation requirements during the school year.  
Last year: 68%  
Target 2012-13 70%
  
3. Community involvement will increase 10% over last year  
Indicators: Business partners, Wizards League list  
Last year: 29  
Target 2012-13 32

School Improvement Chair \_\_\_\_\_

Principal \_\_\_\_\_

LEA or Charter Name/Number: Vance County Schools - 910

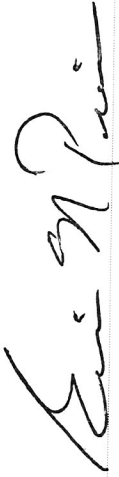
School Name/Number: Western Vance High School/368

School Address: 2785 Poplar Creek Road, Henderson, NC 27537

Plan Year(s): 2012-2013

Date prepared: Oct-12

Principal Signature:



10-23-2012  
Date

Local Board Approval Signature:

Date

### School Improvement Team Membership

*From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."*

Committee Position*	Name	Committee Position*	Name
Principal	Eric Pierce	Chairperson	James Realon
Assistant Principal Representative	Mark Lawhorne		
Teacher Representative	Camile Brown		
	Duane Black		
	Kelley Doswell		
	Donald Evans		
	Stephen Foreman		
	Stacy Goss		
	Sheree Osbourne-Dixon		
	Ruth Holton		
	Regina Blount		
	Marsha Harris		
	Laura Richardson		
	Linda Stewart		
	Marie Fields		
Inst. Support Representative			
EC Representative			
Teacher Assistant Representative			
Parent Representative	Janice Hargrove	Academic Booster Club	
Student Representative	Diamond Sulyans	Student Council President	

\* Add to list as needed. Each group may have more than one representative.



## **State Board of Education Goals – Future-ready Students for the 21<sup>st</sup> Century**

**Goal 1** – North Carolina public schools will produce globally competitive students.

**Goal 2** – North Carolina public schools will be led by 21<sup>st</sup> Century professionals.

**Goal 3** – North Carolina Public School students will be healthy and responsible.

**Goal 4** – Leadership will guide innovation in North Carolina public schools.

**Goal 5** – North Carolina public schools will be governed and supported by 21<sup>st</sup> Century systems.



## District Goals for Vance County Schools

**District Goal 1:** High Student Achievement

**Supports SBE Goal:** Goal 1 – North Carolina public schools will produce globally competitive students.

**District Goal 2:** Healthy and Safe Environment

**Supports SBE Goal:** Goal 3 – North Carolina Public School students will be healthy and responsible.

**District Goal 3:** Quality and Caring Professionals

**Supports SBE Goal:** Goal 2 – North Carolina public schools will be led by 21st Century professionals.

**District Goal 4:** Strong Community, Parent and Business Partnerships

**Supports SBE Goal:** Goal 5 – North Carolina public schools will be governed and supported by 21st Century

**District Goal 5:** Organizational Productivity

**Supports SBE Goal:** Goal 4 – Leadership will guide innovation in North Carolina public schools.





## Recommended Data Sources for Analysis by School Improvement Teams

<p><i>Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other</i></p> <p><i>Examine data from such areas as:</i></p> <p><b>Highly Qualified Teachers (HQT):</b> Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified. Number and percentage of teachers Non-HQT (<a href="http://www.ncreportcards.org">www.ncreportcards.org</a> Click on High Quality Teachers tab)</p> <p><b>End-of-Grade (EOG) Results disaggregated:</b> (<a href="http://www.ncpublicschools.org/accountability/reporting">www.ncpublicschools.org/accountability/reporting</a> Click on Greenbook, then State</p> <p><b>End-of-Course (EOC) Results disaggregated:</b> (<a href="http://www.ncpublicschools.org/accountability/reporting">www.ncpublicschools.org/accountability/reporting</a> Click on Greenbook, then State</p> <p><b>School Report Card results:</b> (<a href="http://www.ncreportcards.org">www.ncreportcards.org</a>)</p> <p><b>North Carolina Teacher Working Conditions Survey results:</b> (<a href="http://ncteachingconditions.org">http://ncteachingconditions.org</a>)</p> <p><b>North Carolina Teacher Working Conditions Survey: Guide for School Improvement</b> (To assist in conversations about improving teacher working conditions, The New Teacher Center created a guide to support using the SIP process for understanding and improving working conditions at a school. The guide can be downloaded as a single document or in each of its three sections. Find this document at <a href="http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf">http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf</a>)</p> <p><b>Local Data:</b> (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)</p> <p><b>Career and Technical Education Local Plan</b></p> <p><b>School Demographic Information</b> related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance)</p> <p><b>School Demographic Information</b> related to drop-out information and graduation rate data (<a href="http://www.ncpublicschools.org/research/dropout/reports">http://www.ncpublicschools.org/research/dropout/reports</a>)</p> <p><b>School Demographic Information</b> related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (<a href="http://www.ncreportcards.org">http://www.ncreportcards.org</a> and locally-maintained data)</p> <p><b>School Demographic Information</b> related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (NC WISE and locally maintained data)</p> <p><b>School Perception Information</b> related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)</p> <p><b>Title III AMAO School Process Information</b> related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency</p> <p><b>Title III AMAO School Process Information</b> related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency</p> <p><b>School Process Information</b> uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities</p> <p><b>Ready Schools Inventory/Ready Schools Plan</b> (<a href="http://increadyschools.org">http://increadyschools.org</a>)</p> <p><b>Special Education Continuous Improvement Plan</b></p> <p><b>Title I AYP</b> (<a href="http://ayp.ncpublicschools.org">http://ayp.ncpublicschools.org</a>)</p> <p><b>Healthy Active Children Initiative</b> (<a href="http://www.nchealthyschools.org">http://www.nchealthyschools.org</a>)</p>
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## School Vision and Mission Statements for Western Vance High School

**Vision:**

The school community will work together to make academic and career plans so that students will take responsibility for their learning. Students will work toward post secondary learning and training through academic improvements and a work ethic that rewards movement toward successful outcomes. Small settings and active interactions will allow communications and relationships that build self esteem and character.

**Mission:**

Our mission is to graduate our students with academic competency and marketable skills.



## School Data and Summary Analysis

Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-through/observations), and student learning (also from walk-through/observations as well as data).

1. What does the analysis tell you about your schools strengths?

- Our math, reading and computer skills tutoring have increased testing results. Diverse teacher preparations enhanced cultural diversity.
- The more highly qualified teacher a school has, the higher quality of education will be delivered to the students.
- The higher proficiency rate in the EOC results in higher state standards.
- The more detailed the school demographic information is, the more data will help the teachers understand the students and thus deliver proper instruction.
- The more ideal the teacher working condition is, the better the teacher can work in terms of preparation and delivery of instruction.



2. What does the analysis tell you about your schools gaps or opportunities for improvement?

- Parent involvement needed. Course offerings for meeting college entrance requirements are needed. Financial needs for scholarships, grants, and work-study are evident.
- If a school only has a few qualified teacher, professional development is needed. This may be in the form of teacher trainings, seminars or graduate studies.
- If a school has low proficiency rating in the EOC, more time may be allotted to exposing students to a variety of test questions that are aligned to EOC questions.



3. What data is missing, and how will you go about collecting this information for future use?

- Financial needs and qualifications for assistance available to help families meet higher education needs.
- Information that gives insight to the teacher as to where the student is, in terms of a particular subject – whether a student passed or failed a test, got a credit with what grade.
- Give a diagnostic test and give more time on those topics in which more students are having difficulties with.



4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?  
Cite relevant evidence from your analysis to support these priorities.

- Hiring highly qualified teachers.
- Producing higher proficiency rating in EOC's.
- Gathering detailed school demographic information.
- We need full time school psychologists and social workers.



## Priority Goal 1 and Associated Strategies

**Area for improvement and supporting data:** Improve End Of Course test Scores  
**Indicator:** EOC goal summaries

**School Goal 1:** Raise EOC scores

**Supports this district goal:** High Student Achievement

**Target:** English 2, Math 1, Biology

**Indicator:** EOC goal summaries

**Milestone date:** Jun-13

### Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.

**Strategy:** Reading and Math skills will be incorporated into subject area instruction

**Action steps:**

- |  |    |
|--|----|
| 1. Teach reading in content area                   | 5. |
| 2. Integrate technology into classroom instruction | 6. |
| 3. Develop High School Success Plans               | 7. |
| 4. Utilize interactive instructional programs      | 8. |

**Strategy:** Test taking methods will be taught in classes

**Action steps:**

- |   |    |
|---|----|
| 1. Teach test taking skills                     | 5. |
| 2. Bench mark test given each grading period    | 6. |
| 3. Utilize ClassScape program for wording tests | 7. |
| 4. Use ACT study guides                         | 8. |

**Strategy:** Tutoring sessions will be developed to assist with learning difficulties

**Action steps:**

- |  |    |
|--|----|
| 1. Inclusion students given individual help    | 5. |
| 2. Tutoring during school day                  | 6. |
| 3. Computerized instruction outside school day | 7. |
| 4.   | 8. |

Plan/Do

<p><b>Plan/Do</b></p> <p><b>How will we fund these strategies?</b></p> <p><b>Funding source 1:</b> Local district funds  <b>Funding source 2:</b> State funds - DSSF  <b>Funding source 3:</b> Other  <b>Funding source 4:</b> Select a funding source  <b>Funding source 5:</b> Select a funding source</p> <p><b>Funding amount:</b>  <b>Funding amount:</b>  <b>Funding amount:</b>  <b>Funding amount:</b>  <b>Funding amount:</b>  <b>Total initiative funding:</b></p> <p><b>Review frequency:</b> Quarterly</p> <p><b>Assigned implementation team:</b> Monitoring Committee &amp; Quality Committee</p>	<p><b>What data will be used to determine whether the strategies were deployed with fidelity?</b>  EOC test results</p> <p><b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>  Review of bench marks, achievement, assessments, and goal summaries</p> <p><b>What does data show regarding the results of the implemented strategies?</b>  ABC GROWTH MADE PREVIOUSLY</p>
<p><b>Check</b></p>	



**Based upon identified results, should/how should strategies be changed?**

More intensive practice of material

**Act**

## Priority Goal 2 and Associated Strategies

### Area for improvement and supporting data:

Establish programs that provide marketable skills and increase the number of grade level promotions

**School Goal 2:** Students will develop career plans and post secondary education goals

**Supports this district goal:** Strong Community, Parent and Business Partnerships

**Target:** Enrollment in Community College, military, vocational career training programs

**Indicator:** Enrollment lists

**Milestone date:** Jun-13

### Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.

**Strategy:** Counseling students and connecting students with recruiters and post secondary counselors

**Action steps:**

- |  |   |
|--|---|
| <b>Strategy 1:</b> 1. Utilize Graduation Projects guidelines | <b>5. Invite specific college recruiters to speak</b>           |
| 2. Cross curricular completion of graduation                 | <b>6. Impart enrollment information to parents and students</b> |
| 3. Team planning of instruction                              | 7   |
| 4. ASVAB testing   | 8.  |

**Strategy:** Develop Career Plans

**Action steps:**

- |  |           |
|--|-----------|
| <b>Strategy 2:</b> 1. Develop and review High School Success Plans | <b>5.</b> |
| 2. Continue Career Days  | <b>6.</b> |
| 3. Continue to invite business partnership                         | <b>7.</b> |
| 4. Utilize businesses for incentive rewards                        | <b>8.</b> |

**Strategy:** Involve community in support of school program

**Action steps:**

- |   |           |
|---|-----------|
| <b>Strategy 3:</b> 1. Create an Academic Booster Club | <b>5.</b> |
| 2. Utilize Job Corps concurrent enrollment            | <b>6.</b> |
|   | <b>7.</b> |
|   | <b>8.</b> |

Plan/Do

**How will we fund these strategies?**

- Funding source 1:** Local district funds
- Funding source 2:** State funds - DSSF
- Funding source 3:** Other
- Funding source 4:** Select a funding source
- Funding source 5:** Select a funding source

- Funding amount:** \$0
- Funding amount:** \$0
- Funding amount:** \$0
- Funding amount:** \$0
- Funding amount:** \$0
- Total initiative funding:** \$0

**Review frequency:** Quarterly

**Assigned implementation team:** Home/School Committee

**What data will be used to determine whether the strategies were deployed with fidelity?**

Enrollment lists, testing announcements, Career Day programs, Wizards League lists

**How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)**

Numbers of students enrolled in career programs and post secondary programs

**What does data show regarding the results of the implemented strategies?**

Higher number of students enrolling at Community College

**Plan/Do**

**Check**

	<p><b>Act</b></p> <p>State requirements have changed and have eliminated possible student enrollment in some programs resulting in seeking other possible programs</p>
	<p><b>Based upon identified results, should/how should strategies be changed?</b></p>

## Priority Goal 3 and Associated Strategies

**Area for improvement and supporting data:**  
Recruit qualified and professional personnel

**School Goal 3:** Recruit and retain qualified personnel by 10 %

**Supports this district goal:** Quality and Caring Professionals

**Target:** Retain 90% of certified personnel yearly

**Indicator:** NCWISE personnel roster

**Milestone date:** Jun-13

### Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.

**Strategy:** Provide staff development to address school identified needs

**Action steps:**

- |  |                                     |
|--|-------------------------------------|
| <b>Strategy 1:</b>                               | <b>5. Working Conditions Survey</b> |
| <b>1. Professional Communities</b>               | <b>6.</b>                           |
| <b>2. Conduct staff development assessment</b>   | <b>7.</b>                           |
| <b>3. Master Teacher on line access sessions</b> | <b>8.</b>                           |
| <b>4. Moodle Training</b>                        |                                     |

**Strategy:** Provide staff support for improving student achievement

**Action steps:**

- |  |   |
|--|---|
| <b>Strategy 2:</b>                                   | <b>5. Create professional Facebook page</b> |
| <b>1. Technology training for ClassScape</b>         | <b>6.</b>                                   |
| <b>2. Technology use of Instructional Software</b>   | <b>7.</b>                                   |
| <b>3. Assistance in developing teacher web sites</b> | <b>8.</b>                                   |
| <b>4. Equipment and training for power point</b>     |   |

**Strategy:**

**Action steps:**

- |                    |           |
|--------------------|-----------|
| <b>Strategy 3:</b> | <b>5.</b> |
| <b>1.</b>          | <b>6.</b> |
| <b>2.</b>          | <b>7.</b> |
| <b>3.</b>          | <b>8.</b> |
| <b>4.</b>          |           |

Plan/Do

<p><b>Plan/Do</b></p> <p><b>How will we fund these strategies?</b></p> <p><b>Funding source 1:</b> Local district funds  <b>Funding source 2:</b> State funds - DSSF  <b>Funding source 3:</b> State funds for exceptional children  <b>Funding source 4:</b> Other  <b>Funding source 5:</b> Select a funding source</p> <p><b>Funding amount:</b>  <b>Funding amount:</b>  <b>Funding amount:</b>  <b>Funding amount:</b>  <b>Total initiative funding:</b> \$0</p> <p><b>Review frequency:</b> Quarterly</p> <p><b>Assigned implementation team:</b> Staff Development Committee</p>	<p><b>What data will be used to determine whether the strategies were deployed with fidelity?</b></p> <p>Staff Development listing</p>
<p><b>Check</b></p> <p><b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b></p> <p>Lesson plans, observations, equipment usage, software reports</p>	<p><b>What does data show regarding the results of the implemented strategies?</b></p> <p>Increased use of technology  Increased need for additional technology in classrooms for presentations, quality internet connection  monitoring of student accessing improper sites  faculty planning and developing programs to use with technology</p> <p>Additional  Additional time for</p>

	<p><b>Based upon identified results, should/how should strategies be changed?</b></p> <p>Additional collaboration between faculty Professional Development</p> <p>Individualized</p>
--	--

**Act**

**Priority Goal 4 and Associated Strategies**

**Area for improvement and supporting data:**  
Increase parental involvement

**School Goal 4:** Improve parent involvement in school program

**Supports this district goal:** Strong Community, Parent and Business Partnerships

**Target:** Parental contacts

**Indicator:** Contact logs, Blackboard Connect 5 messages, letters, visitor logs

**Milestone date:** Jun-13

**Goal 4 Improvement Strategies – Identify research-based strategies whenever possible.**

Plan/Do	
<b>Strategy 1:</b>	<p><b>Strategy:</b> Orientation meetings</p> <p><b>Action steps:</b></p> <ol style="list-style-type: none"> <li>1. Conferences prior to school</li> <li>2. Success plans communicated</li> <li>3. Home visits</li> <li>4. Mental Health referrals</li> </ol>
<b>Strategy 2:</b>	<p><b>Strategy:</b> Volunteer involvement</p> <p><b>Action steps:</b></p> <ol style="list-style-type: none"> <li>1. Wizards League</li> <li>2. Open Houses</li> <li>3. Academic Booster Club rolls</li> <li>4. Facebook professional pages</li> </ol>
<b>Strategy 3:</b>	<p><b>Strategy:</b></p> <p><b>Action steps:</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> </ol>



<p><b>Plan/Do</b></p> <p><b>How will we fund these strategies?</b></p> <p><b>Funding source 1:</b> Local district funds  <b>Funding source 2:</b> State funds - DSSF  <b>Funding source 3:</b> School general funds  <b>Funding source 4:</b> Select a funding source  <b>Funding source 5:</b> Select a funding source</p> <p><b>Review frequency:</b> Quarterly</p> <p><b>Assigned implementation team:</b> Administration Team</p> <p><b>What data will be used to determine whether the strategies were deployed with fidelity?</b>          Wizards League, volunteer lists, contact logs, Blackboard Connect 5 records, Academic Booster Club minutes</p>	<p><b>Funding amount:</b>  <b>Funding amount:</b>  <b>Funding amount:</b>  <b>Funding amount:</b>  <b>Funding amount:</b>  <b>Total initiative funding:</b> \$0</p> <p><b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>          End results of lists compared</p> <p><b>What does data show regarding the results of the implemented strategies?</b>          Parent surveys show more than 80% positive results</p>
<p><b>Check</b></p>	

	<p><b>Act</b></p> <p><b>Based upon identified results, should/how should strategies be changed?</b>          Increase parental involvement</p>
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## Priority Goal 5 and Associated Strategies

**Area for improvement and supporting data:**

Provide a safe and orderly environment conducive to teaching and learning

**School Goal 5:** Support a mediation program

**Supports this district goal:** Healthy and Safe Environment

**Target:** Reduce suspensions

**Indicator:** Discipline data

**Milestone date:** Jun-13

**Goal 5 Improvement Strategies – Identify research-based strategies whenever possible.**

**Strategy:** Mediation program implemented

**Action steps:**

1. Conflict resolution sessions
2. Mediation training for staff and students
3. Incentive rewards for Winning Wizards
4. Great Decisions programs

5. Parenting Classes-Eckerd Alternatives
6. Teaching Tolerance Program
7. Seek Antibuilying grant
8. Uniformed SRO position on campus

**Strategy:**

**Action steps:**

- 1
- 2
- 3
- 4

**Strategy:**

**Action steps:**

- 1
- 2
- 3
- 4

<p><b>Plan/Do</b></p> <p><b>How will we fund these strategies?</b></p> <p><b>Funding source 1:</b> Local district funds  <b>Funding source 2:</b> Other  <b>Funding source 3:</b> Select a funding source  <b>Funding source 4:</b> Select a funding source  <b>Funding source 5:</b> Select a funding source</p> <p><b>Review frequency:</b> Quarterly</p> <p><b>Assigned implementation team:</b> Safe, Orderly, Caring Team</p> <p><b>Funding amount:</b>  <b>Funding amount:</b>  <b>Funding amount:</b>  <b>Funding amount:</b>  <b>Total initiative funding:</b> \$0</p> <p><b>What data will be used to determine whether the strategies were deployed with fidelity?</b>  Training lists, mediation session notes, Parenting class roster, SRO notes of mediation and contacts</p>	<p><b>Check</b></p> <p><b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>  Discipline reports</p> <p><b>What does data show regarding the results of the implemented strategies?</b>  Reports through Eckerd Alternatives about Parenting Program</p>
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**Based upon identified results, should/how should strategies be changed?**

Additional time needed and sources identified

**Act**

## Safe School Plan for Western Vance High School

Pursuant to General Statute §115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan:

Eric Pierce, Principal

### Statement of Responsibility for the School District Superintendent

In accordance with General Statute §115C-105.47 (b)(2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal's performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: (INSERT APPROPRIATE INFORMATION HERE)

See Vance County Board of Education Policy Manual



### **Statement of Responsibility for the School Principal**

In accordance with General Statute §115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

In the event the school principal fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: (INSERT APPROPRIATE INFORMATION HERE)

See Vance County Board of Education Policy Manual

### **Statement of the Roles of Other Administrators, Teachers, and Other School Personnel**

In accordance with General Statute §115C-105.47 (b)(4), other school personnel are tasked as follows with restoring, if necessary, and maintaining a safe, secure, and orderly school environment:

Assistant Principal(s): Mark Lawhorne

Teachers: WVHS faculty

Teacher Assistants: WVHS faculty

Other School Staff: WVHS staff

### **Services for At-risk Students**

Pursuant to General Statute §115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at risk of academic failure, or of engaging in disruptive or disorderly behavior, or both.

Students are assessed on their academic success based upon End of Grade Testing, course grading, attendance, discipline record, and observations. Initial meetings are held with parents, students, administrators, counselors, teachers, and other persons involved with the student's academics, special services, mental health, court counselors, medical care givers to determine and evaluate what has created circumstances that caused the student to be academically behind. Plans are created to help determine action necessary to address the deficiencies and to set goals for academic success toward graduation. Success plans are created that address individual needs academically that use tutoring, counseling, technological software, teaching methodology and interactions that are designed to reach the established goals. Students are given feedback for success through incentives and recognition for academic and behavior improvement. Counseling and disciplinary consequences are in place to address behavioral inappropriate



behavior and if necessary involvement of outside agencies are recommended to address non academic problems or substance abuse. Home visits, parent contact, group sessions, social services, mental health, medical services, law enforcement, and justice system personnel are used to involve adults in mentoring or providing additional help to address problems or needs that adversely affect student academic success. Career training schools, Tar Heel Challenge, and other educational institutions are utilized to provide sessions or coursework that provide success beyond high school and to instill the goals of increasing education in a student's life so that even greater success is possible.



Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary.

Technology is used to create individualized instructional programs for students to reduce problematic interactions and to increase student individualized experience. When necessary and whenever possible, students are provided computers or computer programs at home. Teachers provide reading and written assignments so that students can remain current with classroom activities. Alternative assignments and projects are given to students to refocus occasionally when distractions cause disruption.

Pursuant to General Statute §115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program.

WVHS is the Alternative Program for students who are behind academically and who have not passed competencies and who are at risk of not graduating from high school.



In accordance with General Statute §115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. (Copy as needed depending upon number of goals.)

- Goal:** Have a school social worker on staff full time
- Target:** To provide more immediate interaction for students with problems that affect academics
- Indicator:** Roster
- Milestone Date:** Jun-13
- Goal:** Improve Food and Nutrition offerings
- Target:** Cafeteria cooking equipment or vendomatics
- Indicator:** Equipment on site
- Milestone Date:** Jun-13

In accordance with General Statute §115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs).

- Target:** Increase graduation rate
- Indicator:** Graduation list
- Milestone Date:** Jun-13

In accordance with General Statute §115C-105.47 (b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:

Professional Development	Planned/Completed
Evaluation instrument for professional faculty	Completed
Fire extinguisher usage	Completed
Blood borne pathogens	Completed
Mediation training	Planned
Technology incorporation	Completed
Computer technology programs	Completed
Crisis management plans	Completed

Pursuant to General Statute §115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials.

A security officer is on campus daily and has a defined role and procedural list to follow. These officers serve as security, but also often act as advisors to students who may have questions or problems. A crisis management plan is in place, training has been completed with the faculty and staff and the plan is in place in all classrooms and offices throughout the school. Court counselors

district attorneys, juvenile justice, probation officers are in contact and utilized with students and faculty through school visits, court involvement, or meetings. Information on attendance, academic progress, behavior are shared with court officials as needed and are also used as a reinforcement for academic and school success.

Pursuant to General Statute §115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community.

A public information office is available at the district level. News media are provided with information regularly about school events and activities. A call alert system is in place to provide immediate information to the communities and to provide emergency alerts. Parent Teacher Associations are organized in the school and at the county level to involve parents. Board of Education policies spell out methods for community members to address concerns at all levels.



Funding Uses and Sources – At-risk and Alternative Learning Schools and Programs		
Program or Strategy Being Funded	Amount of Funding	Source of Funding
Western Vance High School		At-risk - State
Drop Out Prevention Programs		State grants
Incentives		Community Organizations

### Title I School-wide Compliance Review and Plan

A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (*Section 1114(b) of Title I*). Each required component is described below, with an explanation of how each contributes to the creation of a successful schoolwide program. The goals and strategies you've already developed may fulfill many of these requirements.

**Schoolwide reform strategies:** Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

	Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1				
	Strategy 2				
	Strategy 3				

Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:

See LEA Plan for Title 1 School Improvement Plan



**Instruction by highly qualified teachers:** High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportional, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a school wide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

	Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>				
	<b>Strategy 2</b>				
	<b>Strategy 3</b>				

Our school is addressing the need for highly qualified teachers in the following ways, in addition to our focus on the priority goals listed in this plan:

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**High-quality and ongoing professional development:** Teachers and other staff in school wide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals,

	Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	Strategy 1				
	Strategy 2				
	Strategy 3				

Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan:



Strategy to attract highly qualified teachers to high-need schools: Through recruiting and retaining highly						
		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>	Strategy 1					
	Strategy 2					
	Strategy 3					
	<p>Our school uses the following strategies to attract highly qualified teachers to our high-need schools, in addition to our focus on the priority goals listed in this plan:</p>					

**Strategies to Increase Parental Involvement:** Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that schoolwide plans contain strategies to involve parents in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand

	Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
<b>Strategy 1</b>					
<b>Strategy 2</b>					
<b>Strategy 3</b>					

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:

Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:

<b>Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs:</b> This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective schoolwide programs capitalize on this strong start.						
	Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5	
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					
Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan:						

**Measures to include teachers in decisions regarding the use of academic assessments:** In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The schoolwide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

	Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
Strategy 1					
Strategy 2					
Strategy 3					

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:

Our school uses the following strategies for developing teacher skills in formative assessment, in addition to our focus on the priority goals listed in this plan:

**Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:** The schoolwide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					

Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan:

**Coordination and integration of Federal, State, and local services and programs:** Schoolwide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, schoolwide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					

Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:

--

### Title I Targeted Assistance Compliance Review and Plan

<p>A targeted assistance school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (<i>Section 1115 of Title I</i>). Targeted assistance programs must use Title I resources to help a school's most-at-risk children meet State academic achievement standards. Each required component is described below, with an explanation of how each contributes to the creation of a successful targeted assistance program. The goals and strategies you've already developed may fulfill many of these requirements.</p> <p><b>Targeted assistance strategies:</b> Instructional strategies and initiatives in the plan must be based on scientifically based research with a primary consideration for extending learning time and providing accelerated, high-quality curriculum for students identified as failing or most at-risk of failing the State's challenging student academic achievement standards.</p>						
<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>	<b>Strategy 1</b>	<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					
<p>Our school is addressing targeted assistance program needs in the following ways, in addition to our focus on the priority goals listed in this plan:</p>						
<p><b>Instruction by highly qualified teachers:</b> Teachers and paraprofessionals working in targeted assistance programs must be highly-qualified. Instructional activities must be implemented by a teacher meeting the definition of highly-</p>		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					
<p>Our targeted assistance program addresses the need for highly qualified teachers in the following ways, in addition to our focus on the priority goals listed in this plan:</p>						

**Coordination and integration of Federal, State, and local services and programs:** Targeted assistance program schools are expected to coordinate and integrate services, with other Federal, State and local programs and services.

	Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
Strategy 1					
Strategy 2					
Strategy 3					

This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:

Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:



## Compliance Review and Plan for Schools in Title I School Improvement

Each school identified for Title I School Improvement must, no later than three months after notification that the school is in Title I School Improvement, develop or revise its school plan. This plan must be developed in consultation with parents, school staff, the local education agency serving the school, and outside experts. The plan must cover a two-year period.

**Professional development requirements:** Schools in Title I School Improvement must 1) provide assurance that the school will spend not less than 10 percent of its Title I funds each year for high quality professional development, 2) specify how these professional development funds will be used to remove the school from school improvement status, and 3) incorporate a teacher mentor program.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					

Our school is addressing these three additional professional development requirements in the following ways, in addition to our focus on the priority goals listed in this plan:

Following VCS school system school improvement plan

**School, district and state agency responsibilities:** Schools in Title I School Improvement are required to clearly define the responsibilities of the school, LEA, and SEA in implementing improvement strategies. LEAs are minimally required to offer technical assistance in the form of data analysis, budget analysis, and identification and implementation of improvement strategies. State-level assistance may include provision of a state-wide system of support, including allocation of funding and other technical assistance.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					

Our school, the school district, and the state education agency are supporting improvement of our school in the following ways:

School:

LEA:

SEA:

**Coordination and integration of Federal, State, and local services and programs:** Targeted assistance program schools are expected to coordinate and integrate services, with other Federal, State and local programs and services.

		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					
	Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:					

**School-based Management and Accountability Program  
 Summary of School-based Waiver Requests  
 Program Years: 2012-2013**

**LEA or Charter School Name/Number:**

Vance County Schools - 910

**School Number(s)**

368

**Request for Waiver**

1. Please describe the waiver you are requesting.

NONE

2. Identify the law, regulation, or policy from which exemption is requested.

3. State how the waiver will be used.

4. State how this waiver helps achieve the specific performance goals

(Please duplicate this sheet as needed for additional waivers.)

Signature of Superintendent/Designee \_\_\_\_\_

\_\_\_\_\_ Date



Vance County Schools  
Board of Education  
October 30, 2012  
Personnel Committee Meeting  
Minutes

The Personnel Committee of the Vance County Board of Education met on Tuesday, October 30, 2012 at 10:30 a.m. at the Vance County Schools' Administrative Office.

**Board Members Present**

Ms. Margaret Ellis  
Ms. Ruth Hartness

**Staff Members Present**

Mr. Ronald Gregory, Superintendent  
Dr. Brian Creasman, Asst. Superintendent

**Not Present**

Mr. Ronald Kinsley, Chairperson  
Mr. Wil McLean, Executive Director, HRM

**Call to Order**

The meeting was called to order at approximately 10:30 a.m.

**Action Items:**

Employment Recommendations(s)  
Resignation(s)/Retirement(s)  
Leaves of Absence(s)  
Suspension(s)  
Termination(s)

A motion was made that the recommendations are presented to the full Board on November 5, 2012.

**Discussion Items:**

- Coaching positions

The meeting was adjourned at approximately 10:50 a.m.

The next meeting of the Personnel Committee will be December 4, 2012. 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  
NOVEMBER 5, 2012, 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>
<b>Linda Smith</b> (replacing Dianne Hicks – B/F - transferred)	<b>B/F</b>	<b>Administrative Asst.</b>	<b>Human Resources</b>	<b>11/05/2012</b>	<b>State</b>
<b>Christopher Smiley</b> (replacing Chris Hughes – W/M – retired)	<b>W/M</b>	<b>Mechanic II</b>	<b>Transportation</b>	<b>Pending</b>	<b>State</b>
<b>Lauren Smith</b> (replacing Kelly Nesbitt – W/F – resigned)	<b>W/F</b>	<b>EC Teacher</b>	<b>Pinkston Street</b>	<b>10/22/2012</b>	<b>State</b>
<b>Alaina McHugh</b> (replacing Joanne Robinson – W/F – resigned)	<b>W/F</b>	<b>5<sup>th</sup> Grade Teacher</b>	<b>E. M. Rollins</b>	<b>10/22/2012</b>	<b>State</b>
<b>Hector Yanez</b> (replacing Andrew Finch – W/M – resigned)	<b>H/M</b>	<b>ESL Teacher</b>	<b>Eaton Johnson</b>	<b>Pending</b>	<b>State</b>

**II. RESIGNATION(S)**

<u>NAME</u>	<u>RACE/SEX</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>	<u>FUND SOURCE</u>
<b>Dawn Parrish</b> (Granville County Schools)	<b>W/F</b>	<b>5<sup>th</sup> Grade Teacher</b>	<b>E. M. Rollins</b>	<b>11/13/2012</b>	<b>State</b>
<b>Candy Parker</b> (other employment – out of state)	<b>B/F</b>	<b>CTE Teacher</b>	<b>Eaton Johnson</b>	<b>11/26/2012</b>	<b>State</b>
<b>Kathryn Wernette</b> (Chatham County Schools)	<b>W/F</b>	<b>Chorus Teacher</b>	<b>Northern Vance</b>	<b>10/26/2012</b>	<b>State</b>

**III. ASSIGNMENT ENDING (S)**

<b>Lynne Crowder</b> (interim assignment ended)	<b>W/F</b>	<b>EC Teacher Assistant</b>	<b>Dabney</b>	<b>10/16/2012</b>	<b>State</b>
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**VANCE COUNTY BOARD OF EDUCATION  
NOVEMBER 5, 2012, BOARD MEETING  
PERSONNEL SUMMARY SHEET**

**IV. LEAVE(S)**

<u>NAME</u>	<u>RACE/SEX</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>	<u>FUND SOURCE</u>
James Davis (FMLA)	B/M	Custodial Coord.	Maintenance	10/22/2012	State
Letitia Fields (FMLA)	B/F	5 <sup>th</sup> Grade Teacher	Carver	11/13/2012	State
Teresa Norwood (FMLA)	W/F	Cafeteria Assistant	Clarke	10/18/2012	Local

**V. EMPLOYMENT RECOMMENDATION (S) – (Temporary/Substitute/Part-Time)**

<u>NAME</u>	<u>RACE/SEX</u>	<u>POSITION</u>	<u>LOCATION</u>
Cynthia Hunt	W/F	Substitute Teacher	All Schools
Niesha Williams	B/F	Substitute Bus Driver	All Schools
Sylvia Raye	B/F	Substitute Bus Driver	SVHS

**VI. TRANSFER(S) – For Information Only**

<u>NAME</u>	<u>RACE/SEX</u>	<u>CURRENT POSITION</u>	<u>NEW POSITION</u>	<u>EFFECTIVE DATE</u>
Robert Wiggins	B/M	Security Officer WVHS	Security Officer HMS	10/11/2012
Willie Thomas	B/M	Custodian EJMS	Custodian LB Yancey	10/08/2012
William Hawley	B/M	Custodian E. M. Rollins	Head Custodian E. M. Rollins	09/10/2012

VANCE COUNTY BOARD OF EDUCATION  
NOVEMBER 5, 2012, BOARD MEETING  
PERSONNEL SUMMARY SHEET

TERMINATION (S)

<u>NAME</u>	<u>RACE/SEX</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
Delia Jones	B/F	Bookkeeper	Northern Vance	10/24/2012

SUSPENSION(S)

Faustina Baxter-Mehuex	B/F	Science Teacher	EJMS
Lee A. Norwood	W/F	Math Teacher	EJMS
Marsha Oursler	W/F	CTE Teacher	SVHS



**Vance County Schools**

Athletic Coaches – Winter 2012/2013 (Middle & High Schools)

**High School Athletic Coaches**

<b>NVHS – Athletic Director</b>		<b>SVHS – Athletic Director</b>	
<b>1</b>	David Hicks (S)	<b>1</b>	H.B. Harris (S)
<b>NVHS – Women’s Basketball</b>		<b>SVHS – Women’s Basketball</b>	
<b>1</b>	Randolph Crews, Jr. (Head Coach) (S)	<b>1</b>	Amy Simpson (Head Coach) (S)
<b>2</b>	Capt. Whittacre (Asst. Coach) (S)	<b>2</b>	Leann Harrell (Asst. Coach) (S)
<b>3</b>	Tracy Jones (Asst. Coach) (CP)	<b>3</b>	Bradley Harlan (Asst. Coach) (S)
<b>NVHS – Men’s Basketball</b>		<b>SVHS – Men’s Basketball</b>	
<b>1</b>	Wilton Baskett (Head Coach) (S)	<b>1</b>	Torrey Nowell (Head Coach) (S)
<b>2</b>	Quinton Daniel (Asst. Coach) (CP)	<b>2</b>	Darry Ragland (Asst. Coach) (CP)
<b>3</b>	Kevin Pierce (Asst. Coach – JV) (S)	<b>3</b>	Clarence White (Asst. Coach) (S)
<b>NVHS - Wrestling</b>		<b>SVHS - Wrestling</b>	
<b>1</b>	Michael Zovostoski (Head Coach) (S)	<b>1</b>	Jameil Floyd (Head Coach) (S)
<b>2</b>	N/A	<b>2</b>	Shannon Allen (Asst. Coach) (CP)
<b>NVHS - Swimming</b>		<b>SVHS - Swimming</b>	
<b>1</b>	Natasha Rubin (Head Coach) (S)	<b>1</b>	Jack Long (Head Coach) (S)
<b>NVHS - Cheerleading</b>		<b>SVHS - Cheerleading</b>	
<b>1</b>	Tonya Williams - Varsity (Head Coach) (S)	<b>1</b>	Carol Simmons – Varsity/JV (Head Coach) (S)
<b>2</b>	Hazel Henry – (JV Coach) (S)	<b>2</b>	Gloria Burrell (Asst. Coach) (S)
<b>NVHS – Athletic Trainer (Contracted Service)</b>		<b>SVHS – Athletic Trainer (Contracted Service)</b>	
<b>1</b>	Kate Anderson (CP) *	<b>1</b>	Jim Reebok (CP) *
* Orthopedic Specialists of NC Wake Forest, NC		* Orthopedic Specialists of NC Wake Forest, NC	

The **maximum number** of coaches allowed on the sideline/field/court. Coaches can be a combination of staff, community, and volunteer; however, the number of coaches cannot exceed the allotted number of coaches per sport.

**Vance County Schools**

Athletic Coaches – Winter 2012/2013 (Middle & High Schools)

**Middle School Athletic Coaches**

<b>EJMS – Athletic Director</b>		<b>HMS – Athletic Director</b>	
1	Sharon Turner (S)	1	Len Manley (S)
<b>EJMS – Women’s Basketball</b>		<b>HMS – Women’s Basketball</b>	
1	Kenisha Williams (Head Coach) (S)	1	Shamesha Terry (Head Coach) (S)
2	Phyllis Williams (Asst. Coach) (S)	2	Reginald Moore (Asst. Coach) (S)
<b>EJMS – Men’s Basketball</b>		<b>HMS – Men’s Basketball</b>	
1	Joseph Richardson – (Head Coach) (S)	1	Demarcus Oliver – (Head Coach) (S)
2	William Ragland – (Asst. Coach) (CP)	2	Mark Baldwin – (Asst Coach) (CP)
<b>EJMS – Wrestling</b>		<b>HMS – Wrestling</b>	
1	Reginald Shearin – (Head Coach) (S)	1	_____ (Head Coach) (___)
2	Shelton Anderson – (Asst. Coach) (CP)	2	_____ (Assistant Head) (___)
<b>EJMS – Cheerleading</b>		<b>HMS – Cheerleading</b>	
1	Tracey Jones – (Head Coach) (S)	1	Annie Fields – (Head Coach)(S)
		2	Sheila Henderson – Wormley (Asst Coach)(S)
<b>EJMS – Athletic Trainer</b>		<b>HMS – Athletic Trainer</b>	
1	Debbie Kendrick (S)	1	_____ (___)

The **maximum number** of coaches allowed on the sideline/field/court. Coaches can be a combination of staff, community, and volunteer; however, the number of coaches cannot exceed the allotted number of coaches per sport.

**Budget Amendment # 1**  
**VANCE COUNTY SCHOOLS**  
**State Public School Fund**

**FINANCE**

The Vance County Board of Education at a meeting on the 5th day of November, 2012 passed the following resolution.

**BE IT RESOLVED** that the following amendments be made to the Budget Resolution for the fiscal year ending June 30, 2013.

Code Number	Description of Code	Amount	
		Increase	Decrease
		\$72,540	
<b>Revenues:</b>	State Public School Fund	\$318	
	School Technology Fund		
	Unallocated Revenue		
	Textbooks (New)		\$2,280
	Textbooks (Carryover)		
<b>Expenditures:</b>			
	<b>Instructional Services:</b>		
	Regular Instructional Services		\$4,470
5100	Regular Instructional Services	\$6,811	
5200	Special Populations Services	\$57,235	
5300	Alternative Programs and Services		
5400	School Leadership Services		\$45,247
5800	School-Based Support Services		
	<b>System-Wide Support Services:</b>		
6100	Support and Development Services		
6200	Special Population Support and Development Services	\$1,000	
6300	Alternative Programs and Services Support and Development Services		\$15,138
6400	Technology Support Services	\$42,425	
6500	Operational Support Services	\$27,962	
6600	Financial and Human Resource Services		
6700	Accountability Services		
6800	System-Wide Pupil Support		
6900	Policy, Leadership and Public Relations Services		
7000	Ancillary Services		
8100	Payment to Other Governmental Units		

Explanation: To amend budget to align with resources and adjust to DPI allotments. Allotment Revision # 9-13. PRC 001 VIF Conversion (\$1,460,134); PRC 003 \$3,888, PRC 015 \$318; PRC 020 VIF Conversion \$1,460,134; PRC 032 (\$3,373); PRC 042 Waive to PRC 043 (\$57,324); PRC 043 Waive from PRC 042 \$57,324; PRC 056 \$8,000; PRC 073 \$45,625; PRC 085 \$18,400; PRC 130 Textbook Waiver (\$2,280)

<b>Total Appropriation in Current Budget</b>	<b>\$ 42,710,218</b>
<b>Amount of Increase/(Decrease) of above Amendment</b>	<u><b>70,578</b></u>
<b>Total Appropriation in Current Amended Budget</b>	<u><u><b>\$ 42,780,796</b></u></u>

Passed by majority vote of the Vance County Board of Education on the 5th day of November, 2012.

\_\_\_\_\_  
Chairman, Board of Education

\_\_\_\_\_  
Secretary, Board of Education

**Budget Amendment # 1**  
**VANCE COUNTY SCHOOLS**  
**Federal Grants Fund**

The Vance County Board of Education at a meeting on the 5th day of November, 2012 passed the following resolution.

**BE IT RESOLVED** that the following amendments be made to the Budget Resolution for the fiscal year ending June 30, 2013.

Code Number	Description of Code	Amount	
		Increase	Decrease
<b>Revenues:</b>	Federal Funds	\$438,847	
<b>Expenditures:</b>			
	<i>Instructional Services:</i>		
5100	Regular Instructional Services	\$133,046	\$39,456
5200	Special Populations Services		\$328,483
5300	Alternative Programs and Services		
5800	School-Based Support Services	\$379,632	
	<i>System-Wide Support Services:</i>		
6100	Support and Development Services		\$115
6200	Special Population Support and Development Services	\$25,814	
6300	Alternative Programs and Services Support and Development Services	\$220,242	
6400	Technology Support Services	\$56,382	
6500	Operational Support Services		\$75,004
6600	Financial and Human Resource Services		
6700	Accountability Services		
7000	Ancillary Services		
8000	Non-Programmed Charges	\$66,789	

Explanation: To amend budget to align with resources and need. Allotment Revision # 9-13. PRC 049 \$30,497; PRC 050 \$177,334; PRC 051 \$226; PRC 060 (\$189,183); PRC 070 \$265,080; PRC 082 \$10,000; PRC 103 (\$419); PRC 104 \$50; PRC 109 \$139,801; PRC 118 \$5,461

<b>Total Appropriation in Current Budget</b>	<b>\$ 8,617,910</b>
<b>Amount of Increase/(Decrease) of above Amendment</b>	<b><u>438,847</u></b>
<b>Total Appropriation in Current Amended Budget</b>	<b><u>\$ 9,056,757</u></b>

Passed by majority vote of the Vance County Board of Education on the 5th day of November, 2012.

\_\_\_\_\_  
Chairman, Board of Education

\_\_\_\_\_  
Secretary, Board of Education

**Budget Amendment # 1**  
**VANCE COUNTY SCHOOLS**  
**Other Restricted Fund**

The Vance County Board of Education at a meeting on the 5th day of November, 2012 passed the following resolution.

**BE IT RESOLVED** that the following amendments be made to the Budget Resolution for the fiscal year ending June 30, 2013.

Code Number	Description of Code	Amount	
		Increase	Decrease
<b>Revenues:</b>	Federal Funding		
	State Funding		
	County Appropriations		
	Interest and Indirect Cost		
	Other Local Funds	\$123,314	
	Transfer In		
	Appropriated Fund Balance		
<b>Expenditures:</b>			
	<b>Instructional Services:</b>		
5100	Regular Instructional Services	\$65,748	
5200	Special Populations Services		
5300	Alternative Programs and Services		
5400	School Leadership Services		
5500	Co-Curricular Services		
5800	School-Based Support Services		
	<b>System-Wide Support Services:</b>		
6100	Support and Development Services		
6200	Special Population Support and Development Services		
6300	Alternative Programs and Services Support and Development Services		
6400	Technology Support Services	\$57,066	
6500	Operational Support Services		
6600	Financial and Human Resource Services		
6700	Accountability Services		
6800	System-Wide Pupil Support		
6900	Policy, Leadership and Public Relations Services	\$500	
7000	Ancillary Services		
8000	Charter Schools Allocation		

Explanation: To amend the budget to align resources with current needs. PRC 541 \$500; PRC 588 \$1,135; PRC 820 \$121,679

<b>Total Appropriation in Current Budget</b>	<b>\$ 2,028,092</b>
<b>Amount of Increase/(Decrease) of above Amendment</b>	<u><b>123,314</b></u>
<b>Total Appropriation in Current Amended Budget</b>	<u><b>\$ 2,151,406</b></u>

Passed by majority vote of the Vance County Board of Education on the 5th day of November, 2012.

\_\_\_\_\_  
Chairman, Board of Education

\_\_\_\_\_  
Secretary, Board of Education

# BUILDING AND GROUNDS

## Building and Grounds Committee Minutes Tuesday, October 30, 2012

The Building and Grounds Committee met on Tuesday, October 30, 2012, in the Superintendent's Conference Room. Members present were Ruth Hartness, Dorothy Williams, Ronald E. Gregory, Brian Creasman, Steve Graham and Claiborne Woods.

Mrs. Hartness called the meeting to order at 11:00 AM and followed the agenda.

The first item for discussion was the Eaton Johnson two story building. Mr. Gregory opened by presenting the idea of possibly turning this building into a Community Center. It could offer medical/dental services for kids as well as many other community related needs. Mrs. Hartness described the results of her survey of several residents in the Eaton Johnson community. She was advocating that the developer convert the building into a facility for elderly housing which would also offer other amenities to the residents. The results were not in favor of the building used for anything other than education. In keeping with what Mr. Gregory suggested for the building, Dr. Creasman added that the Health Care Bill offered some funding for facilities of this nature. Mr. Gregory also reported that an alumni member of the Henderson Institute had called to discuss the possibility of the alumni group purchasing the building. This is still an open possibility at this time.

Dr. Creasman and Mr. Woods discussed the different design possibilities for Northern Vance Science Labs. This information is a result of several meetings between VCS and Hite Associates as well as contact with School Planning. We feel that we finally have some possible options that will match our budget, and meet the needs of our students. Mrs. Hartness also brought up the concern of teachers having to schedule lab time for their students. Dr. Creasman addressed her concern as he had already met with some of the teachers. We are in hopes that School Planning will provide Hite Associates with adequate feed back in time for our November 15<sup>th</sup> Building & Grounds Meeting.

A brief overview of where we are with QZAB was presented by Claiborne Woods. Mr. Gregory and Dr. Creasman added their input in regards to the difference in today's bids as compared to the prices in our original application and the fact that the new allocation of funds was actually spreading out over more schools which impacts more kids. Steve Graham also addressed some of the requirements we would need to include when we re-submit the application. (Attachment 1)

Custodial cleaning was discussed with particular emphasis on SVHS as well as the gymnasium and locker rooms at HMS. Mr. Woods and James Davis met with the SVHS custodial staff on the evening of October 18<sup>th</sup>. Guidelines and schedules were reestablished and sent to Dr. Creasman for approval. Part of this process was to go back and re-clean the entire building, one wing at a time as suggested by Dr. Creasman. Mr. Gregory also added that he has been working with Principals to help them transition from Managers to Leaders due to the fact that they have so many responsibilities in this day of rules and regulations. Supervising custodians in many instances must be handed off to another capable staff member in order for the principal to focus on the big picture.

The monthly maintenance updates were included as part of the package for review as well as the incomplete work orders, completed work orders and received work orders through September 30, 2012. Mr. Woods asked to contact him with any questions. (Attachment 2)

Mrs. Hartness adjourned the meeting at 11:40 AM.

The next scheduled meeting is November 15, 2012 at 8:30 AM in the Superintendent's Conference Room.

# ATTACHMENT 1

## ARRA QZAB Projects

School	Description of Work	Type Project	Total Project Cost	Estimated Price
Aycock Elementary	A Replace built up roof			\$276,420.00
	B Re-key interior building locks			\$9,000.00
Dabney Elementary	A Replace built up roof			\$276,420.00
	B Re-key interior building locks			\$9,000.00
	C Repair masonry/Paint building outside			\$99,030.00
Zeb Vance Elementary	A Replace built up roof			\$276,420.00
	B Re-key interior building locks			\$9,000.00
E. O. Young Elementary (Gym)	A Ceiling fan			\$6,331.00
Carver Elementary	A Install energy efficient windows			\$19,502.00
L. B. Yancey Elementary	A Install energy efficient windows			\$22,210.00
Eaton-Johnson Middle	A Paint entire inside and outside of the building			\$209,578.00
	B Re-key interior building locks			\$14,000.00
Henderson Middle	A Gym ceiling			\$37,727.00
	B Ceiling fan			\$6,331.00
	C Re-key interior door locks			\$16,000.00
	D Gym lights			\$3,950.00
	E Safety mats for gym			\$2,380.00
	F Gym floor			\$11,250.00
	G Safety harnesses			\$2,000.00
Northern Vance High	A Replace ceiling and lights			\$50,000.00
	B Replace outside windows/doors			\$50,000.00
Western Vance High	A Ceiling fan			\$6,331.00
Southern Vance High	A Paint entire inside and outside of the building			\$485,198.00
Pinkston Street	A Install new multipurpose room sports floor			\$45,000.00
				\$1,943,078.00

Original QZAB Application	\$2,000,000.00
Estimated Expenses	\$56,922.00
QZAB Fees (Financing)	\$26,922.00
Engineering Roof Expense	
Miscellaneous Engineer & Architect & Code Cost	\$19,822.00

## BUILDING AND GROUNDS REPORT (October 2012)

1. Aycock
  - A. Replaced the spark ignitor on the steamer in the kitchen.
  - B. Replaced the expansion valve on the freezer in the kitchen and recharged the system.
  - C. Assisted the Fire Marshal in doing fire and safety inspections.
  - D. Calibrated all the temperature sensors in the entire building.
  - E. Repaired water fountain on 3<sup>rd</sup> grade hall.
  
2. Carver
  - A. Replaced the thermostat on the heat pump in room #14.
  - B. Calibrated all the temperature sensors in the entire building.
  - C. Assisted the Fire Marshal in doing the fire and safety inspections.
  
3. Clarke
  - A. Assisted the Fire Marshal in doing fire and safety inspections.
  - B. Calibrated the temperature sensors in the entire building.
  
4. Dabney
  - A. Greased the motors, changed the belts on air handlers #5 and #6.
  - B. Assisted the Fire Marshal in doing fire and safety inspections.
  
5. E. M. Rollins
  - A. Replaced the air conditioner vent in the principal's office.
  - B. Assisted the Fire Marshal in doing fire and safety inspections.
  
6. Eaton-Johnson
  - A. Replaced the actuator on the air handler for room D- 105.
  - B. Replaced the compressor on the walk-in freezer.
  - C. Assisted the Fire Marshal in doing fire and safety inspections.
  
7. E. O. Young
  - A. Replaced the contactor on the heat pump in MC-137
  - B. Assisted the Fire Marshal in doing fire and safety inspections.
  - C. Completed annual PT study to renew lab certification for filter bed.
  
8. Henderson Middle
  - A. Assisted the Fire Marshal in doing fire and safety inspections.
  - B. Installed a power head on the TXV valve and had the chiller up and running.
  
9. L. B. Yancey
  - A. Assisted the Fire Marshal in doing the fire and safety inspections.
  - B. Replaced the motor in the exhaust fan in the boy's restroom.
  - C. Repaired a Freon leak on the high pressure switch on the walk-in cooler.



10. New Hope
  - A. Assisted the Fire Marshal in doing the fire and safety inspections.
  
11. Northern Vance
  - A. Replaced the blower motor in the gas pack for the office area.
  - B. Assisted the Fire Marshal in doing fire and safety inspections.
  - C. Replaced glass in door in room 115.
  
12. Pinkston Street
  - A. Assisted the Fire Marshal in doing fire and safety inspections.
  - B. Replaced the thermostat on the heat pump in room #4.
  
13. Southern Vance High
  - A. Assisted the Fire Marshal in doing fire and safety inspections.
  - B. Changed the belts on air handlers 17 and 19.
  - C. Restrung rope on flag pole at stadium.
  
14. Western Vance
  - A. Replaced glass in door.
  
15. Zeb Vance
  - A. Replaced the belts on the air handler on unit #7.
  - B. Assisted the Fire Marshal in doing fire and safety inspections.
  
16. Administrative Service Center
  - A. Re-seeded, aerated and fertilized grounds.
  
17. Facilities Department
  - A. Set up final payment to HG Reynolds for the multipurpose rooms, warranty inspection is due in December.
  - B. Working with Hite Associates on NVHS Science labs.
  - C. Seeking proposals for the recently approved QZAB.
  - D. Reviewing custodial information in an effort to improve cleanliness of facilities.
  - E. Received work orders through September 30, 2012 - 1,511
  - Completed work orders through September 30, 2012 - 1,423
  - Incomplete work orders through September 30, 2012 - 88
  - Prior year work orders - 131

INCOMPLETE WORK ORDERS  
JULY 1, 2011 TO SEPTEMBER 30, 2012

Location	Carpentry	Custodial Equipment Repair	Delivery	Doors and Hardware	Electrical	Fire Alarm System	Glass/Window Repairs	Grounds	Grounds Equipment Repair	Heating/Ventilation /Air Conditioning	Key and Lock	Kitchen Equipment	Mechanical	Pest Control	Plumbing	Roof	Security	Tree Services	Vehicle Maintenance	Grand Total
Administrative Service Center	1					1	1				3									6
Aycock Elementary School	3	2	1	2	2			1	1		1			1	1	1				16
Carver Elementary School	3		2												1		1			7
Clarke Elementary School	3	1	1	2	1	1				1		1		1	1					12
Dabney Elementary School	1	1	1				1	1										1		6
E.M. Rollins Elementary School	4							1	1		1									7
E.O. Young Jr Elementary School	10	1												1						12
Eaton-Johnson Middle School	9	1	1	4	1		1	2		1	2			2	1		2			27
Henderson Middle School	14	1		1	3	1	1	1			3									25
L.B. Yancey Elementary School	2				2						2		1						3	6
Maintenance Department					1											1				5
New Hope Elementary School	2															1				3
Northern Vance High School	14	2		2	2	1					3				3	2		1		30
Pinkston Street Elementary School					1							1								2
Southern Vance High School	5	1	1	2	5			2			7				1		1	1		26
Western Vance High School	2		1	1	10														1	15
Zeb Vance Elementary School	3	1		4	5										1					14
<b>Grand Total</b>	<b>76</b>	<b>10</b>	<b>8</b>	<b>18</b>	<b>33</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>2</b>	<b>2</b>	<b>22</b>	<b>2</b>	<b>1</b>	<b>5</b>	<b>9</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>219</b>

COMPLETED WORK ORDERS  
 JULY 1, 2012 TO SEPTEMBER 30, 2012

Location	Carpentry	Custodial Equipment Repair	Delivery	Doors and Hardware	Electrical	Energy Management System	Fire Alarm System	Fire Extinguishers	Glass/Window Repairs	Grass Cutting	Grounds	Grounds Equipment Repair	Heating/Ventilation/Air Conditioning	Key and Lock	Kitchen Equipment	Mechanical	Miscellaneous	Pest Control	Pumbing	Refrigeration	Roof	Security	Tree Services	Vehicle Maintenance	Grand Total
Administrative Services Center	1		4		7	14				6			2	3					2	1	1	1	2	1	44
Aycock Elementary School	9		2	1	9	21	1			4	1		7	2	10				7		1				75
Carver Elementary School	10		9		4	16				3	3		3	1	7				1		6				59
Child Nutrition						13																			19
Clarke Elementary School	1		2		2	18				5	2	1	5	6	6				3	12	1	1	1		64
Dabney Elementary School	3	1	2	2	11	26				3	1	4	6		10				3		2	1	1		75
Distribution Warehouse	1						1			2															6
E.M. Rollins Elementary School	13		4		8	23	4	1		3	2	2	11	1	9				3		1	2			86
E.O. Young Jr Elementary School	8		2	5	5	15	1			3	1	4	5	1	4				5	16	1	1			62
Eaton-Johnson Middle School	12	2	7		18	28				4	1	3	23	5	8				5		3	2	1		122
Henderson Middle School	22	2	8		20	19	1		1	3	2	2	7	13	5				3	9	4	6			125
L.B. Yancey Elementary School	5	1			8	14	3			3	1		5		6				1	3	2				52
Maintenance Department	2		16		1	13	1	2	4	3	1	24	1		2	1			2	1	1		50	124	
New Hope Elementary School	6		2	2	2	16				2		1	4	3	7				2		1				48
Northern Vance High School	19		12	2	23	24	2	2	2	19	7	3	19	16	4				11	2	8	4	1		180
Pinkston Street Elementary School	5		4	1	3	15			3	3	1	1	4		2				7		2	1	1		60
Southern Vance High School	2		5	3	11	23		2		14	7	1	8	12	5				1	8	3	3	1		109
Transportation Department	1							2					1												4
Western Vance High School	4		9	2	8	13			1	3		5	3	4	5				2		1	1			61
Zeb Vance Elementary School	8		4	1	5	18						4	4	3	6				1	3	1				58
Grand Total	132	6	92	14	143	329	13	10	8	79	28	49	118	70	94	2	1	14	95	10	36	22	7	51	1423

RECEIVED WORK ORDERS  
 JULY 1, 2012 TO SEPTEMBER 30, 2012

Location	Carpentry	Custodial Equipment Repair	Delivery	Doors and Hardware	Electrical	Energy Management System	Fire Alarm System	Fire Extinguishers	Glass/Window Repairs	Grass Cutting	Grounds	Grounds Equipment Repair	Heating/Ventilation /Air Conditioning	Key and Lock	Kitchen Equipment	Mechanical	Miscellaneous	Pest Control	Plumbing	Refrigeration	Roof	Security	Tree Services	Vehicle Maintenance	Grand Total
Administrative Service Center	1		4		7	14				5			2	4					2	1	1	1	2	1	45
Aycock Elementary School	9		3	2	11	21	1	1		4	1		7	3	10				7		1				80
Carver Elementary School	13		9	4	4	16				3	3		3	1	7				1		2	1			63
Child Nutrition						13														6					19
Clarke Elementary School	2		3	3	3	18				5	2	1	6	6	7			4	12		1	1	1		79
Dabney Elementary School	4	2	3	2	11	26	1		1	3	1	4	6		10				3		2	2			6
Distribution Warehouse	1									2									3		1	2			91
E M Rollins Elementary School	16		4		6	23	4	1		3	3	2	11	2	9				16		1	1			70
E O Young Jr Elementary School	15	1	2		5	15	1			4	3	3	23	5	8			1	5		3	2	1		132
Eaton-Johnson Middle School	16	2	8	1	19	28				2	3	3	7	15	5			3	9		4	6			135
Henderson Middle School	28	2	8		20	19	1		2	3	3		5	6	6			1	3		2				55
L B Yancey Elementary School	6	1			10	14	3		4	3	1	24	1			2	1		1	1	1			53	127
Maintenance Department	2		16		1	13	1	2	4	3	1	1	4		7				2		1				49
New Hope Elementary School	7		2	2	2	16			2	2	1	1	4	3	7				12	2	9	4	1		188
Northern Vance High School	22	1	12	2	24	24	2	2	2	19	7	3	19	17	4				7		2	1	1		51
Pinkston Street Elementary School	5		4	1	3	15			3	3	1	4	4		3			1	8		3	4	1		119
Southern Vance High School	2		5	4	16	23		2		14	7	1	8	15	5			1	8		3	4	1		4
Transportation Department	1							2					1		5				2		1	1		1	63
Western Vance High School	4		10	2	8	13			1	3		5	3	4	5				4		1				65
Zeb Vance Elementary School	10	1	4	2	7	18			4	4	4	4	4	3	6			1	4		1				1511
<b>Grand Total</b>	<b>164</b>	<b>10</b>	<b>97</b>	<b>18</b>	<b>157</b>	<b>329</b>	<b>13</b>	<b>10</b>	<b>10</b>	<b>78</b>	<b>32</b>	<b>48</b>	<b>119</b>	<b>79</b>	<b>96</b>	<b>2</b>	<b>1</b>	<b>16</b>	<b>97</b>	<b>10</b>	<b>37</b>	<b>24</b>	<b>7</b>	<b>55</b>	<b>1511</b>

## MOBILE CLASSROOM INVENTORY

LOCATION	USED	NOT USED
AYCOCK		4
CARVER	2	
E. O. YOUNG	3	
PINKSTON STREET	5	
L. B. YANCEY	2	2
E. M. ROLLINS	1	1
DABNEY	3	1
NEW HOPE	1	1
EATON-JOHNSON	4	
ZEB VANCE	2	2

## VANCE COUNTY SCHOOLS MINUTES OF THE BOARD CURRICULUM COMMITTEE MEETING Superintendent's Conference Room Thursday, October 25, 2012

Members Present: Emeron Cash, Sr.  
Dorothy Williams

Staff Present: Trixie Brooks  
Brian Creasman  
Ronald Gregory

Called to order by Emeron Cash, Sr. at 9:19 AM.

- Vance County Schools Policy IKAE
  - Now a policy for K-3
  - Aligned with state guidelines for new curriculum
  - Cash motioned to send to Policy Committee; Williams second; all in favor
  
- New Minimum Graduation Requirement Policy
  - Students who are on the borderline of not graduating on time are not all located at WVHS
    - Sometimes, these students who do not meet the required local 28 credits do not graduate
    - Students may have retaken core classes due to lack of proficiency which puts them behind on the six additional credits which are electives
  - Students not meeting the local 28 credits but meet state graduation requirements should be able to graduate
    - Approximately 10-15 students not at Western Vance fall into this scenario each year
      - Hard to get kids to come back to take an elective to receive credit and graduate
    - Procedures have been put in place to support this graduation policy
      - Four counselors at each high school
        - Each grade has a counselor who will follow 9<sup>th</sup> grade students through 12<sup>th</sup> grade
        - Counselors have laptops and access to all pertinent student data
        - Counselors should know everything about students' progress toward graduation
        - Counselors will dialogue with principal at the beginning of senior year to discuss students who are not meeting graduation requirements on time (students on the bubble)
      - Students getting 28 credits are probably going to college
        - College admittance is becoming more difficult
        - Colleges look at the state requirements first
        - Colleges even have Facebook interaction to ensure students are good candidates for their school
      - Currently counselors are creating K-12 plan that puts college and a career readiness in the forefront
      - Beginning with the 2012-2013 school year, 8<sup>th</sup> grade students will have a career plan and know all their options - ECHS, career college program, four year college
      - Goal is to have fewer students on the bubble come senior year
      - Students need more exposure; will be more college visits

- Policy will be discussed further at next Curriculum Board meeting
  - Will have some procedures to share
- Instructional Leadership Webinar
  - First webinar was October 24
    - Trying to standardize discussion with principals
    - Leadership needs to be provided to teachers through this process
      - Are you a leader - walk the walk, talk the talk, relevance, rigor
      - Schools have created a cabinet to provide assistance to other teachers in terms of new curricula
      - Principal will have to create the playbook which describes how they are going to provide this leadership
      - Presenting it differently through technology (webinars) is an example
  - Discussed eight steps to help teachers and all stakeholders take hold of changes in curriculum, assessment, accountability and evaluation process (Attachment)
    - Curriculum changes are at every grade and subject and North Carolina Standard Course of Study must be taught in classroom
    - Teachers are evaluated differently because there is a student achievement standard added
    - Students are expected to be more independent, read more difficult text
      - Pace is at a slower process due to new difficult text
    - State requires all teachers to have strategies in the content area, correct/appropriate vocabulary
    - Administrators are given the support to lead change in each school

Mr. Cash adjourned the meeting at 9:58 AM.

# COMMON CORE AND ESSENTIAL STANDARDS

## 8 Step Process for Instructional Leadership

### STEP 1: Create a Sense of Urgency

Help Others Feel a Gut-level Determination to Move and Win, Now

#### State the Organization

- Complacency
  - Everything is fine
- False Urgency
  - People are busy, working-working-working
  - Actions do not result in helping schools succeed in their primary goal
- True Urgency
  - People are clearly focused on making real progress every single day
  - It inspires a gut-level determination to move and win, now
  - Usually the urge is to skip the doing rather than spend the required time it takes to get a significant number of employees urgent

#### Guaranteed to Succeed

- "Aim for the heart"
- Connect to the deepest values of their people and inspire them to greatness
- Create messages that are simple
- Call people to aspire

### STEP 2: Create the Instructional Cabinet

A Group with Enough Understanding to Lead the Change

#### Put Together a Group

- Put together the right cabinet of people to lead a change initiative is critical to its success.
- That cabinet must have the right composition, a significant level of trust, and a shared objective
- It is important for this cabinet to make decisions



**The Four Qualities of an Effective Instructional Cabinet**

- *Position Power* – enough key players should be on board so that those left out cannot block progress
- *Credibility* – group should be seen and respected by school personnel
- *Expertise* – all relevant points of view should be represented so that informed intelligent decisions can be made
- *Leadership* – group should have enough proven leaders to be able to drive the change in the teaching/learning process

**Step 3: Develop a Vision & Goals**

Clarify How the Future will be Different from the Past

**A Clear Vision Serves Three Important Purposes**

1. It simplifies hundreds or thousands of more detailed decisions
2. It motivates people to take action in the right direction even if the first steps are painful
3. It helps to coordinate the actions of different people in a remarkably fast and efficient way

**Visions Six Key Characteristics**

- *Imaginable*: convey a clear picture of what the future will look like
- *Desirable*: appeal to the long term interest of those who have a stake in the enterprise
- *Feasible*: contain realistic and attainable goals
- *Focused*: are clear enough to provide guidance in decision making
- *Flexible*: allow individual initiative and alternative responses in light of changing conditions
- *Communicable*: are easy to communicate and can be explained quickly

**STEP 4: Communicate the Vision for Buy-in**

Ensure the Understanding and Accepting of the Vision

**The Vision for Buy-in**

- To be effective the vision must be...
  - communicated in hour by hour activities
  - referred to in emails, in meetings, in presentations
  - communicated anywhere and everywhere
- Actions speak louder than words – leaders must...
  - “walk the talk”
  - talk and act consistently
  - embody the change they want to see

**STEP 5: Empower Broad-Based Action**

Remove Barriers and Unleash People to do Their Best Work

**Structural Barriers**

- Internal structures are at odds with the change vision
- Management systems
- Style of management needs to promote the change desired to reach goals and ultimately vision

**STEP 6: Generate Short-term Wins**

Create Visible Unambiguous Success as Soon as Possible

**Short Term Wins**

- Short term wins are essential
- Instructional cabinet becomes a critical force in identifying significant improvements
- Must be both visible and unambiguous
- Clearly related to the change effort
- Provide evidence that the changes people make are paying off
- Evidence increases the sense of urgency and optimism of those making the effort to change

**Short Term Wins cont'd**

- Serve to reward the change agents by providing positive feedback that boosts morale and motivation
- Fine tune the vision and the strategies
- Clear improvements in performance make it difficult for people to block the needed change
- Have a way of building momentum that turns neutral people into supporters and reluctant supporters into active helpers
- Are usually the result of careful planning and effort
- Instructional cabinet must plan for the short-term wins

**STEP 7: Don't Let Up!**

Consolidate Gains and Produce More Change

**Consequences of Letting Up**

- Consequences of letting up can be very dangerous
- Critical momentum can be lost and regression may soon follow
- The new behaviors and practices must be driven into the culture to ensure long term success
- Employees empowered at all levels to lead projects
- Constant effort to keep urgency high

**Consequences of Letting Up cont'd**

- Consistent show of proof that the new way is working
- Leadership is invaluable in surviving Step 7
- Take the time to ensure that all the new practices are firmly grounded in the organization's culture
- Without sufficient and consistent leadership, the change will stall, and succeeding in a rapidly changing world becomes highly problematic

**STEP 8: Make it Stick**

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**Anchor New Approaches in the Culture for Sustained Change**

**The Culture**

- New practices must grow deep roots in order to remain firmly planted in the culture
- Culture is composed of norms of behavior and shared values
- Social forces are incredibly strong

**Changes that come in step 8**

- Reasons change comes in Step 8 not in Step 1
  - Cultural change comes last, not first
  - You must be able to provide that the new way is superior to the old
  - The success must be visible and well communicated
  - You may lose some people in the process
  - You must reinforce new norms and values with incentives and rewards
  - Reinforce the culture with every new employee

# COMMUNITY RELATIONS

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

### Minutes

Tuesday, October 30, 2012

The Community and Business Relations Committee met at 5:30 p.m. on Tuesday, October 30, 2012, at the Administrative Services Center. Those present were Dorothy Williams, chairperson of the committee and a Board of Education member; Darlynn Oxendine, vice chairperson of the Board of Education; Superintendent Ronald E. Gregory; and Terri Hedrick, public information officer.

#### **Initiative for Meetings with Parents in Local Businesses:**

Terri Hedrick reported that five businesses and one individual responded to a blast email through the Henderson-Vance Chamber of Commerce to express interest in having school system representatives come to their business locations and speak with employees who have children in our schools. The responses came from Head Start, Five County Mental Health, Whitco Pest Control, Kindred Nursing and Rehabilitation and businessman Eddie Ferguson. After discussion, committee members agreed to work with Head Start to plan an information session at their main offices. Mrs. Hedrick said she would work with Sara Rudolph, director of Head Start, to plan the session. Superintendent Ronald E. Gregory suggested that Mrs. Hedrick get in touch with Claudette Scales, coordinator of the school system's pre-kindergarten programs, to ask her and at least one pre-kindergarten teacher to lead the session in an effort to let Head Start staff members and parents know what is needed to prepare preschool aged children to enter kindergarten.

#### **Parent Involvement Events:**

Committee members briefly discussed parent involvement issues at local schools. Mrs. Hedrick shared a schedule of several events planned at local schools that involve having parents attend and support the students. The events include: an information session for parents regarding student preparations for the PLAN and ACT tests held on October 11; the first Parent Council meeting of PTO and PTA leaders of the school year held on October 22; the Vance County PAGE meeting held on October 23 for parents and students in the gifted education program; the band concert on October 25 at Eaton-Johnson; the band concert at Henderson Middle on October 30; an information session for all parents and students about the Career and College Promise program on October 30 at Northern Vance; and a Family Night at the Book Fair on November 1 at Zeb Vance.

#### **Support from Local Churches:**

Mrs. Hedrick reported to committee members about increased support from local churches in providing the Backpack Buddies Program, where non-perishable food items are sent home with needy students each weekend, at several schools. These partnerships include at New Hope Elementary support from Island Creek Baptist and the Henderson Church of Christ; at Pinkston Street Elementary support from First United Methodist Church; at E.M. Rollins Elementary and Clarke Elementary support from First Baptist Church; and at E.O. Young Jr. Elementary support from Flat Rock United Methodist Church. The Church of the Holy Innocence Episcopal Church has expressed an interest in partnering with an elementary school for a Backpack Buddies Program. The Men's Ministry of Spring Street Baptist Church also is providing volunteers in a variety of ways at Henderson Middle, Southern Vance and Northern Vance.

There being no further business, the meeting was adjourned at 6:20 p.m.

**The next meeting of the Community and Business Relations Committee is scheduled for 5:30 p.m. on Tuesday, November 27, in the Administrative Services Center.**

Out of County Student Transfer Request

November 5, 2012

Recommended for Approval

2012 - 2013 School Year

<u>Student's Name</u>	<u>Parent/Guardian</u>	<u>County/School Permanent Residence</u>	<u>Requested County/School</u>
Parrish, Bryson Ray	Dawn & Wesley Parrish	Vance Co./New Hope Elementary	Granville Co./Tar River Elementary

Return to: Dr. Michael A. Myrick  
Director of Innovative Programs  
Granville County Schools  
P. O. Box 927  
Oxford, NC 27565  
Phone: 919-693-4613  
Fax: 919-693-7391 - myrickm@gcs.k12.nc.us

APPLICATION FOR TRANSFERRING ENROLLMENT  
INTO THE  
GRANVILLE COUNTY SCHOOLS

OCT 25 2012

REQUEST FOR SCHOOL YEAR 2012-2013

Any application from a parent or legal guardian living outside the Granville County Schools to have his son/daughter attend a Granville County school as a tuition student shall be acted upon by the Board contingent upon the availability of accommodations and facilities, without regard to sex, race, color, or national origin. Students entitled to receive special education will be accepted only if the sending school system agrees to pay full cost of special education and related services rendered. **Students under suspension or expulsion are not eligible for transfer.** A request to attend the Granville County Schools from outside the district must be **RENEWED EACH SCHOOL YEAR.** Request for transfer must be received by June 15, 2012.

Student's Name

Section I. Parent's Names, Address & Phone Number  
(Print or Type)

Dawn & Wesley Parrish  
107 E. Boyd Road  
City Henderson State NC Zip 27537

Bryson Ray Parrish  
(First) (Middle) (Last)  
Grade 2<sup>nd</sup>  
2012-2013

Parent(s) email address: dparrish1103@gmail.com

Home Phone 252-492-5529 Work Phone 252-438-2189 Cell Phone 252-226-6108

School Requested Tar River Elementary County/City of Residence Vance / Henderson

Reason for Request Dawn Parrish (mother) will begin employment at Tar River Elementary on 11-14-12.

Is this student receiving special education services? Yes  No   
Did you request this transfer for your child last year? Yes  No   
Are you a permanent employee of Granville County Schools? Yes  No

10-23-12

Date

Dawn B. Parrish

Parent/Guardian Signature

Section 2. To be completed by Superintendent of district in which student resides. Only for students requesting transfer into Granville County Schools from another district. A tuition fee of \$1,443.00 (subject to change) must be paid by the parents on or before the first day of enrollment in Granville County Schools.

TO SUPERINTENDENT OF RELEASING COUNTY: Please return this form to the parent so that it may be submitted to the Granville County Schools Board of Education.

The \_\_\_\_\_ Board of Education approves the release of \_\_\_\_\_ the Granville County Board of Education for the \_\_\_\_\_ school year.

Superintendent's Signature

Date

FOR OFFICE USE ONLY

Section 3. Granville County Schools Administrative Action: Approved Yes No

The above-named student has been accepted for assignment to: \_\_\_\_\_

Signature of Superintendent or Designee

Date