

**SPECIAL MEETING
NORTHAMPTON COUNTY BOARD OF EDUCATION
Sunday, November 17, 2013**

Members Present: Marjorie Edwards, Chair; Kelvin Edwards, Vice Chair; Erica Smith-Ingram, Donald Johnson, Rhonda Taylor, Phil Matthews, Clinton Williams, Dr. Eric Bracy, ex officio

Others Present: Administration and interested parties

The Northampton County Board of Education held a Board Retreat/Work Session on November 17, 2013 at the Sheraton Greensboro Hotel at Four Seasons located at 3121 High Point Road in Greensboro, North Carolina. The meeting was held in the Olympia Room of the Sheraton Greensboro Hotel. Chair Marjorie Edwards called the meeting to order at 6:35 p.m.

Business Before the Board for Information

Dr. Bracy informed the Board that he has been looking at organizations that provide services for students with behavioral problems. I wanted this Board to hear from Mr. Joseph McCauley who is the owner of Youth Extensions – Youth and Family Services of Durham, North Carolina. His company provides services as far as behavioral services are concerned and he provides services to school systems. I know that we have had conversations about student behavior and we have been looking at any way we can help our students behave and look at a mental health piece of that behavior as well. Therefore, Mr. McCauley and I met in my office a few weeks ago and I thought it would be good for him to come and present to the Board about what his company is all about and to give an explanation of some of the services that he provides.

Youth Extensions – Youth and Family Services Presentation

Mr. Joseph McCauley stated that he is the CEO of Youth Extensions, Youth and Family Services and the staff that I have with me are: Mr. Jamaar Garris, Program Director, Mr. Joseph Lopez, Quality Management Director, and Ms. Rachel, Licensed Physician for Day Treatment Program. Mr. McCauley further stated that Mr. Lopez will be giving the presentation that we have passed out to you. If you wish to stop us during the presentation, either one of us can answer your questions.

Mr. Joseph Lopez informed the Board that during his presentation he would be covering the program overview about the agency and he would cover how the program is designed to help students with behavioral issues.

- Agency Overview – History
 - Youth Extensions, LLC started its Day Treatment program in 2008 in Durham, NC.
 - The agency has added additional services such as, Psychiatric Services, Outpatient Therapy and Intensive In-Home Counseling over the past 5 years.
 - Day Treatment continues to be the agency's premiere program.
- Agency Overview – Recognitions
 - Received a 3-year accreditation from the Commission of Rehabilitative Facilities (CAR2009, a 3-year re-accreditation in 2012, and was recognized as a Critical Access Behavioral Health Agency by North Carolina in 2010.
- Program Overview – Referrals
 - Referrals typically come from a variety of sources, but mainly the Department of Social Services or the Department of Juvenile Justice & Delinquency Prevention. They can also be referred by Managed Care Organizations/Care Coordinator.

- Program Requirements – Entrance Criteria
 - The entrance criteria is that the program serves consumers ages 5-7 with a targeted age of 7-14.
 - Consumers must be diagnosed with an Axis I Diagnosis (Mental Health Disorder); they should have an IQ over 60 in order for them to grasp the material we are teaching and to receive mental health treatment; and they also must be an active Medicaid or North Carolina Health Choice enrollee.
 - Typically, the children that we get have multiple suspensions, they are being sent to the principal's office routinely, they are in out-of-school or in-school suspensions, they are not progressing well, and they are not able to maintain academically at the level we need them to maintain, because their behaviors are getting in the way.
- Program Overview – Behaviors
 - The Day Treatment Program works with children and adolescents whose mental health symptoms are severely impairing their functional ability in the educational setting. Typical, symptoms or behaviors treated include: aggression, conflict with peers and staff, disruption, non-compliance with rules, and directives.
- Program Overview – Diagnoses
 - The program is most effective in addressing symptoms related to behavioral disorders. Diagnoses which are commonly addressed in Day Treatment include:
 - Attention Deficit Hyperactivity Disorder (ADHD)
 - Oppositional Defiant Disorder (ODD)
 - Disruptive Behavior Disorder
 - Anxiety Disorders – Impacts children's ability to do well in school.
 - Mood Disorders – In children, depression can manifest itself in so many different ways.
 - Over 70% of our current consumers are diagnosed with ADHD, ODD, or a combination of both.
- Program Overview – Target Outcomes
 - Improved social, emotional, or behavioral functioning in the school setting,
 - Integration or reintegration into an appropriate educational setting,
 - Reduced mental health symptomology,
 - Improvement of behavior, anger management, and or developmentally appropriate coping skills,
 - Enhancement of communication and problem-solving skills,
 - Increased identification and self-management of triggers, cues, symptoms, and decreased frequency or intensity of crisis episodes
- Program Overview – Treatment
 - Youth Extensions, LLC uses the Think Good, Feel Good Curriculum. Our Lead Clinician, Ms. Rachel, will talk to you about how we implemented that curriculum.
 - Ms. Rachel stated that the Think Good, Feel Good Curriculum is used to teach consumers coping skills based on Cognitive Behavioral Therapy (CBT). We are teaching our consumers the skills that they can use to regulate their emotions, change their behaviors, and change their thoughts. The Cognitive Behavioral Therapy is the means reality that we use for day treatment.
 - Program Overview – Token Economy – Ms. Rachel further stated that in support of the curriculum, the program implements a behavior modification system based on Token Economy principles. It is based on the behavior modification principle of synaptic plasticity. The Token Economy also rewards consumers for demonstrating positive behaviors. Through recognition, praise, and reinforcement of positive behaviors, consumers replace old habits (maladaptive behaviors) with new appropriate behaviors and responses.
 - Mr. Lopez inserted that the way the Token Economy is designed is that the children get points for any kind of positive things that they do. We train our staff very rigorously to notice that, to give

them praise for it, to reinforce it, and to give them points for it. You then begin to train them over time to change the way that they behave and the way that they respond. They begin to respond in a manner that is real positive and more accepting of what you are trying to tell them.

- Program Overview - Staffing

-Mr. Lopez further stated that the program relies on the following staffing structure:

(1) Program Director – responsible for staff and program management.

(1) Clinician – provides treatment at the individual group and family level.

(1) Qualified Professional per six (6) consumers – responsible for daily implementation of Token Economy and behavior management. Additional qualified, associate, or para-professional staff as needed to administer interventions and manage consumer behaviors.

-What that means for Northampton County is that we can look at things like a modified schedule, mainstreaming kids back in, and suspension support once students are enrolled in the day treatment program. Also, collaborating with teachers and school staff to make sure that we are coordinating that child's care. We also sit in on all the IEP meetings.

Program Overview - Outcomes

-As part of Youth Extensions' Quality Management Plan, the agency tracks program outcome data, which is analyzed on both an individual level and in aggregate form. The agency studied consumers who participated in and completed the program during the previous 12 months. The study focused on 4 main target behaviors: Aggression, Conflict, Disruption, and Non-Compliance. Consumers' behaviors were tracked in 30-minute increments, using Youth Extensions' Behavior Tracking Model. A study of our last 12 consumers to complete the program shows a decrease in:

Aggression from 1.6% of time spent in month 1, to 0.7% of time spent in month 5

Conflict from 7.3% of time spent in month 1, to 2.7% of time spent in month 5

Disruption from 5.4% of time spent in month 1, to 3.4% of time spent in month 5

Non-Compliance from 8.7% of time spent in month 1, to 3.5% of time spent in month 5.

-Mr. Lopez shared the 2012 and 2013 Consumer Survey Data from consumer guardians regarding the day treatment.

Ms. Smith-Ingram informed the presenter that their presentation is almost at the 30-minute marker and the Board wishes to get to the question and answer period. Also, Madam Chair we may need to talk about modifying the agenda right after this session.

The Board held the following question and answer period regarding the services provided by the Youth Extensions – Youth and Family Services Agency:

Mr. K. Edwards: What schools are you currently working in now?

Mr. Joseph Lopez: We work with the Day Treatment in Durham County. We don't actually operate within any schools right now.

Mr. Joseph McCauley: We work with multiple schools, but in Durham County--Durham Public Schools does not allow any mental health agencies within the school system.

Ms. Smith-Ingram: Is this program for students who are either eligible through medicaid or they are with North Carolina enrollment. Are there alternative programs where you could service the entire student body in terms of some goals, behavior goals, and modifications?

Mr. Joseph McCauley: Yes, there are alternative programs that are funded by Medicaid and Health Choice, but that would be a separate meeting where I would have my partner come in and explain those particular services as well. He does it on a field test basis, an income assessment basis, and he operates in Wake County.

Mr. K. Edwards: What is the ratio of staff versus consumers?

Mr. Joseph McCauley: Once you go beyond one student, you have to have two staff persons. You would have to have one qualified professional per six (6) students and you would offset that by having somebody who is coming up on qualifying to be a qualified professional of some degree. You actually have two staff persons per six (6) consumers.

Mr. Williams: You all mentioned that the program serves consumers ages 5-17, but you have a targeted age range of 7-14.

Mr. Joseph McCauley: That is because once you get in the age of 14-15, you have behaviors that increase. If they qualify for day treatment services at that point, they are going to refuse day treatment services at age 14-15. Once you go beyond age 15-16, what you have is a barrier of do we want to run into a situation where we are challenging a particular kid and their behavior escalates because of their age. If they are refusing to go to school or telling their parents I am not coming home, we are in a position where it is a challenge for us where we don't have any leverage to get them to conform to our program in the school. We are not saying we cannot treat kids older than age 14, we are just saying that the target age is between the ages of 7-14, because you get more of a response from them due to their lesser age, their lesser aggressive behavior, and a less oppositional behavior. Also, they usually respond to a court counselor, a parent, or a teacher, which is natural support to help you with the progress and process of that kid. Once you go into age 15, you are dealing with runaway behavior and aggressive violent behavior where they are fighting the staff and of course we all don't want that in the school setting. Therefore, our particular target is between the age of 14 and 17, but it is not saying we can't treat kids that are older than 14.

Mr. Williams: One of the specific problems that we have is actually that we need to target those students who are going to be older than age 14. For instance, we have a lot of students who aged out for their grade levels or at one point were in the alternative school setting. Therefore, we have a big problem with that age group as well.

Mr. Joseph McCauley: There are services that would treat that, which they would prime consumers depending upon their behaviors specifically and if they have an IEP they would be prime consumers for day treatment. There are services to treat them, but you still have to look at the severity of their behaviors and what are their behaviors. Are we talking about are they not coming home at night, do they not attend class, are they walking out of class? When you go into the severity of behaviors, my company has a no hands-on policy. We are trying to do everything least descriptive before we would have to restrain a kid. That is not how we operate.

Chair M. Edwards: You are saying that with the day treatment you are not in the schools. Do you get the kids from school and take them to the facility? When you say clinical, are you giving them medication or are children on medication?

Mr. Joseph McCauley: It depends upon if the parent agrees to it, because it is a consumer's choice. They all receive psychiatric evaluations and yes we do have a doctor on-site. They receive physical therapy along with medication.

Chair M. Edwards: If they are in school and you are taking them out for PBIS, how long are they out of school?

Mr. Joseph McCauley: They come to us after school. If they are suspended they come to us and during the summer they come to us. If they are suspended they spend 6 hours per day with us.

Ms. Smith-Ingram: Do you provide transportation for them?

Mr. Joseph McCauley: Yes, we provide transportation to our facility in Durham.

Mr. Williams: Our school district has a PBIS program, which is Positive Behavior Interventions & Support. How does your program interface with that program?

Mr. Joseph McCauley: I would have to take a look at it to see how they both collaborate with each other.

Mr. Jamaar Garris: One thing that we mentioned earlier in reference to other programs, we actually meet with school officials and kind of collaborate to incorporate that system and adapt it to ours so that we can all work together.

Mr. K. Edwards: What is your vision for partnering with our school system? I have heard that you work in the Durham Day Treatment, but not in the school system. Are you looking to come on campus with us or are you looking at basically the same type of set up that you have with the children in Durham?

Dr. Bracy: The vision we have in our school system is a two-part one. Mr. McCauley has told me that with his services he thinks our school system with classroom disruptive behavior and aggressive behavior would be reduced.

Mr. K. Edwards: Where would you set up in Northampton County?

Dr. Bracy: We are still working those details out.

Mr. K. Edwards: So your vision is working with our students who have been suspended right now?

Dr. Bracy: Yes.

Mr. Williams: With the type of students that we have now I am wondering how aggressive you are with the medical model, because just the talk therapy piece is not working and you have to have the other therapy to go along with that. Someone mentioned that most of the diagnoses now are falling on ADHD and ODD. Are you looking at those students who have the exposure, prior to birth, to substances and how those things have the symptoms of ADHD and ODD? There is something that is much more profound than that, which is why that medical model piece is very important and a lot of the mental health professionals are overlooking that piece of the puzzle.

Mr. Jamaar Garris: Initially, all consumers that we take in go through a screening process and a substance process. With the substance process, we should be able to identify those external factors as well as mental health disorders to determine which course of treatment they need. We do a good job of screening our kids and we don't accept any kid if we don't feel like they are appropriate for our program.

Mr. Joseph Lopez: We certainly have had plenty of kids in the 2½ years I have been with the agency who have had some type of substance abuse and we make sure they get the appropriate substance abuse treatment.

Chair M. Edwards: Mr. McCauley, this has been very good conversation. There are a lot of questions I am sure that the Board has and you have all of the answers, however, Dr. Bracy is still having dialogue with you. Is there a fee for this service?

Mr. Joseph McCauley: No, there would not be a fee. If there was a fee it would come through Medicaid or private pay.

Chair M. Edwards: Thank you so much Mr. McCauley and your staff for your presentation. Can you hang around for a little while just in case the Board has any other questions?

Mr. Joseph McCauley: Yes, we can do that.

Ms. Smith-Ingram: Madam Chair, can we take a five-minute break and step into the next conference room to take a look at this agenda?

Break

The Board took a five-minute break at 7:15 p.m. The Board reconvened the meeting at 7:30 p.m.

Revision of Board Retreat Agenda

Chair M. Edwards announced that the Board will update their agenda and move a few things around as follows:

- 1) Mr. Creque will give his presentation next and he is allotted 10 minutes. Since he is from home we can always talk with him.
- 2) The Board will give Dr. Bracy 20 minutes for Test Score Information and Data 2012-2013.
- 3) The Board will give Dr. Bracy 10 minutes for Superintendent's Goals.
- 4) The Board has asked that everyone who is not a part of the Board to leave following the Superintendent's Goals and they may wait outside of the conference room.
- 5) The Board and Dr. Bracy will then discuss the agenda item, Superintendent/Administrative Staff/Board Communication Relations.

Chair M. Edwards further stated that we are doing these revisions to move the agenda along. The Board has decided that we are going to hold another Retreat because there are a lot of other things that we want to deal with.

Ms. Smith-Ingram: For clarification, we also want to deal with the Facilities and the Five-Year Plan at a later date when we can bring the Facilities Committee together and have our discussion.

Chair M. Edwards: Therefore, at this time we are deleting the following agenda items: Update on Capital Projects, Five Year Facilities Plan, District Grading Practices, and Principals' Contracts. We will deal with those items at a later time. At this time, we will hear from our County Manager, Mr. Kenneth Creque.

Northampton County Engineering and Technical Academy

Mr. Kenneth Creque distributed handouts to the Board and informed them that there are three phases to this Golden Leaf Community –Based Grantsmaking Initiative Project. This is one project with three phases all being done currently if approved by the Golden Leaf Foundation. The projects have already been pre-approved by the Golden Leaf Foundation and we have made it through the first cut. At this point, we have gone through the pre-application process. We have completed a 26-page paper for the invitation and now we have to do three 26-page papers so that I can get invited to do an application. We are at that middle stage right now. For the Northampton Engineering and Technical Academy (NET), there is a group meeting on November 21, 2013 at CADA at 2:00 p.m. Dr. Bracy, Dr. Griffin from Halifax Community College, Dr. Elam from Roanoke-Chowan Community College, the President of CADA, the Hertford County Manager, the Small Business Director of Halifax Community College, the Small Business Member of Roanoke-Chowan Community College, and my Northampton County Economics Developer have all been invited to attend this meeting. I am going to give a brief update of what has happened to-date.

This all started on the 5th of September 2013. I went to a Golden Leaf briefing and we were told at that time that 22 counties in northeastern North Carolina had the option to compete for a \$1.5 million dollars grant. The projects had to be covering infrastructure, economic development, capacity enhancement, education, and team building. I came up with three ideas as follows: 1) Northampton County Force Main; 2) Northampton Industrial Capacity Enhancement Zone; and 3) Northampton Engineering and Technical Academy. Mr. Creque gave the following brief description of those projects:

Northampton County Force Main

This project replaces a section of sewer that runs over the Roanoke River from Weldon to the Town of Garysburg. The line is 50 to 50% restricted and because of the lack of access points, we may need to replace up to 1.1 miles of the line and the line may collapse at any time. It is a technically complex

project with an estimated expense of \$864,680.00 and 6 months to complete. The county match for this project is \$172,000.00.

Northampton Industrial Capacity Enhancement Zone (NICE)

This project is the creation of a 501(c)3 entity to manage all Economic Development and capacity building projects in Northampton County. The mission is to increase economic activity through workforce development and industrial capacity building. Its number one mission is education that leads directly to jobs by:

- 1) Managing all assets to develop revenue streams to support sustainability and fund workforce development and capacity building.
- 2) Building partnerships and manage the Northampton Engineering and Technical Academy. An outreach to businesses, such as automotive, mechanical, and others that will come on the scene.
- 3) Supporting other 501(c)3's and philanthropic organizations that support or enhance NICE's mission statement.
- 4) Competing regionally across the state and across the United States to recruit businesses to Northampton County.

NICE Resources

- They have a value of over \$5 million and a current revenue stream of \$61,000.00 per year. Northampton County will transfer NCCAR to NICE. NCCAR once fully built out will become the jewel of the NICE business assets.
- NICE will have additional assets to include the Commercial Park and the Northampton County Engineering and Technical Academy (NET).
- The total amount for this project is \$20,000.00 primarily incorporation expenses, transfer of property, attorney fees, and office equipment.

The advantages for doing this are:

- More streamlined process and more flexibility when dealing with economic development functions.
- Access to private grants not available to government entities.

Northampton Engineering and Technical Academy (NET)

The primary mechanism for workforce development within Northampton County is aimed at public school students ages 15-18 and some post-secondary training up to age 20. Generally, when I did this the idea was a high school/technical trade school. However, the more correct term is a CTE Academy. NET will also be the home of an industrial technology focused education. That means there are no computer programming and no cosmetology. It is all the stuff that the businesses in and around the region of Northampton County wants. They want ASC certified mechanics, ASC diesel engineered mechanics, heavy equipment mechanics, commercial electricians as oppose to residential electricians. That would be the focus point.

Mr. K. Edwards: Who wants this Mr. Creque?

Mr. Kenneth Creque: All of our business partners. I have had personal talks with Clemis Mechanical and Sun Energy One and others. Sun Energy One put in a 10 million watt field in Washington County. The reason they came there was because the County Manager said he could get all of the electricians needed within Washington County. When he got there, he needed commercial electricians and there were none. He had to bring them in from Charlotte and Concord and it would be the same thing here. You have businesses coming in to Halifax County putting in a 10 mega watt field and they are going to want to hire locally and they are going to want commercial electricians. A lot of commercial electricians work for Roanoke Electric or Dominion Power and there are very little left over. By building public/private partnerships, NET will be able to provide a work class education culminating with graduates receiving industry recognized certificates. What we mean by this is that the model that

Halifax Community College has proposed is bringing in the businesses. For an example, Cummings Diesel has shown an interest in participating. What they want to train are diesel engine mechanics, but they want to train them to their standards. They don't want the people who normally graduate from the community college, because the community college teaches a generic program. What we are looking to do is to get these businesses invested into NET so that they spend time and energy developing the curriculum and when a student exits they are going to hire them.

Let's talk about ASE. ASE is a two-year training program and when you enroll in ASE, it is a two-year apprenticeship. We are going to do it in high school; therefore, when a student is identified and goes through this program and graduate at the end of the period, they will have the two-year certification, because we are on the team with NCCAR, which has contractors and vendors that we see when we go out there. Those contractors and vendors want to have a say about the type of mechanics that they hire. They want to hire locally, they don't want to fly them in from Arizona.

Ms. Angie Jenkins: Northampton County currently has an automotive program and DPI offers the opportunity for students to be ASE certified. How do you propose to partner with our district and other districts surrounding us who may offer the same thing versus saying we are going pull your students and put them into our program? How can that be a cohesive plan?

Mr. Kenneth Creque: I will let Dr. Elam and Dr. Griffin deal with that particular question. When I proposed this idea at my start-up meeting, they were ready to begin classes the day I recommended it. I don't know how the education systems work. I know that what we are going to do here with NET is going to be different than the going technical high school. We are intending to set up a pipeline where we are initially going to have a small amount of students that once they get their high school diploma they are going to go from point A to point B.

Ms. Smith-Ingram: Were you at our last Board Meeting? This is exactly what I have been asking for!

Mr. Kenneth Creque: I am aware of some of the other things from Halifax Community College about some programs you were initiating that identifies students for particular tracts, starting in 8th grade.

Mr. Johnson: There is a Cummings Plant in Whitaker. Where do they get their people from?

Mr. Kenneth Creque: Actually, Cummings is looking at an additional site. They are already working with the Halifax Community College to add additional programs.

Mr. Johnson: At one time they had their own training of a community right across from Cummings.

Mr. Kenneth Creque: They are developing a diesel engine mechanic course. Cummings is looking to train the next batch of employees and they are also looking for an additional satellite facility.

Ms. M. Edwards: We have one in Rich Square.

Mr. Williams: Have we not been talking about this for a very long time. We have been talking Economic Development. This makes sense.

Mr. Kenneth Creque: This exact project, not the technical portion, has proven to be successful. It recognizes the need for expanded opportunities for students not currently interested in college. The attention behind this is to get people excited about the offerings for Northampton County Schools. I am not looking to compete with KIPP, they are sending students to college, but there are more students that don't want to go to college. Programs such as this have proven to be successful in reducing dropout rates and recapturing students that may have dropped out. If a student drops out and later decides they want to work to re-enter the program they can. This program is no cost to students and all you have to do is to provide students that can meet the criteria enforced by Roanoke-Chowan, Halifax Community College, and the businesses. I will tell you that the curriculum will be academically difficult so that we can get the program established. There will be no more than 25 students and the ratio that Roanoke-Chowan and Halifax are proposing is one (1) instructor to six (6) students. Those six students will have the same instructor during the whole program. There is also an opportunity for after hours, but the

primary focus throughout the day is public school students. In the beginning, I am not really interested in adult continuing education, but there is an opportunity as Roanoke-Chowan wants adult continuing education as needed. I am not really focused on that and that can be an expansion later on.

The current budget for this project is \$788,256.00, which are the Golden Leaf's funds. The proposed class offerings are: 1) Automotive Technology (ASE Cert.), 2) Diesel Engine Repair (ASE Cert.), 3) Medium/Heavy Truck Repair (ASE Cert.), 4) Plasma Welding, and 5) Commercial Electrician. These are the first-round of classes for this project. These are the classes that Roanoke-Chowan and Halifax are looking to get the equipment for and they are looking to hire people. The future class offerings will be 1) Compressed Natural Gas Technician, 2) Agriculture Repair and Fabrication, 3) Heavy Equipment Repair, and 4) Industrial Robot Repair. The natural gas industry in the United States is going through the roof. We have a project in Northampton County where we will be laying natural gas lines and those lines will have to be maintained for the next 20-30 years. Also, on the NET site we will also provide a small business incubator. This means giving them a room within the campus for which they can do business; therefore they want have to worry about overhead expenses (internet, power, water, etc.). The good thing about this project is that there is no money involved. I just need the Board to be open to continuing on with the project. It is not for sale and this is only the second step. That means I may need to borrow Dr. Bracy from time to time. I need the Board to be open to the idea of donating the former Seaboard-Coates Elementary School to this project. I currently have classroom space at NCCAR and it has three classrooms and three bays. That is why Halifax Community College is eager, but I want to move the whole facility to Seaboard. The primary reason Seaboard is targeted is because it is the only place in Northampton County where Roanoke-Chowan and Halifax are allowed to work together. It is the only place that they can and are allowed to share. The Seaboard-Coates facility does require some modifications to be considered. Once you turn it over tonight, it will be off your hands altogether. NICE will have ownership, running it, maintaining it, expansion, and we have some businesses interested in participating in the heavy equipment repair. I talked with the Mayor of Seaboard and they are open to any activity that can provide additional economic development for the Town of Seaboard. Nothing is for sure right now, because I still have to do the next phase, which is an application and possibly another if they say so.

Mr. K. Edwards: This is a great concept, but this would not be a partnership with the school system, because I keep hearing the word "I"?

Mr. Kenneth Creque: NICE is the Board. The partnership exists starting at the door. Northampton County, once NICE is created, is out of the business. It goes to a Board of Directors. On the Board of Directors, which right now will be nine (9) individuals, is where the partnership will be. There will be someone representing the Board of Education, someone representing Roanoke-Chowan and Halifax Community Colleges, someone representing the business industry. NICE does not have anything to do with the county itself. The Board of County Commissioners wants to get out of the economic development business for a lot of different reasons.

Mr. K. Edwards: What I am hearing is what your presentation to this Board is about or how this Board becomes involved is in the interest of Seaboard-Coates Elementary School and after this Board agrees or not agrees to Seaboard-Coates basically this Board is out of it.

Mr. Kenneth Creque: You currently have a number of programs working with Halifax Community College as I saw in the paper. My understanding is that Halifax Community College has the emphasis on designating what students participate under these programs. You are going to be providing students and right now the class is only 25 students for the first year, but I do have interest from Hertford County and Bertie County to participate. In Golden Leaf's mind, they would prefer to be the Northampton County Regional Engineering Technical Academy. I don't know what we can support, but I know we

can support by the plans of Halifax for Northampton County. If Golden Leaf elects us to expand into some regional entity that is aimed at high school students in providing them a rigorous layout in education that means to a job from graduation.

Mr. Williams: You are saying that whatever student participates they are going to be a Northampton County student?

Mr. Kenneth Creque: Yes, a Northampton County student in public school.

Dr. Bracy: They are Northampton County students once they cross that line.

Mr. K. Edwards: This bottom line is that this is about Seaboard-Coates Elementary School.

Mr. Kenneth Creque: The most important thing is as we move forward I will be getting out of the process more and more. There will be the impressions of setting up the mechanics. I can set up the mechanics for NICE, I can set up the mechanics for who is going to be the Board of Directors, and the breakdown of the bylaws, and all of the legal things as well. How NICE in its education capacity building, I am not the expert on that. Those folks at Halifax Small Business are the experts on that.

Mr. Gary Brown is the expert on getting the businesses involved.

Mr. Matthews: To assist you in moving forward with your application process, is an answer from the Board concerning Seaboard-Coates needed soon?

Mr. Creque: The only thing right now I am asking is that the Board be open to participating and allow your Superintendent to work with the work group. The first work group will meet on November 21st for about two hours.

Ms. Smith-Ingram: I want to be there too!

Mr. Kenneth Creque: We would be delighted to have you as I am still building partners. The more partners we have the more likely we can get the funds.

Mr. Johnson: NCCAR has invested a lot of money out at Industrial Park and they are willing to take what they have already put up and add additional items in Seaboard?

Mr. Kenneth Creque: NCCAR came along on the backing ownership of Northampton County and Northampton County will own NCCAR very soon. The difference between NCCAR and NICE is that NICE's primary mission is education. That makes it a true tax-exempt organization, just like KIPP. NCCAR is economic development. They still have to pay parking taxes and they can't pay their parking taxes.

Mr. K. Edwards: I would like the opportunity to converse with Mr. Creque at another time. I just have a couple of questions.

Mr. Kenneth Creque: Anytime will be fine Mr. Edwards.

Ms. Smith-Ingram: Madam Chair, we have reached our time limit on Mr. Creque's presentation.

Chair M. Edwards: Thank you so much Mr. Creque. We will recess the meeting at this time and Ms. Ingram will give the blessings.

Recess

Ms. Smith-Ingram gave the blessings and the Board recessed the meeting at 8:05 p.m. for dinner. The Board reconvened the meeting at 8:30 p.m.

Test Score Information and Data 2012-2013

Dr. Bracy informed the Board that we are looking at our test scores now. We will call it Exhibit A: a comparison of 2011-2012 EOG/EOC scores with the Unofficial 2012-2013 NCREady Results by Level 3-8 and also by 9-12. You will see the three years as you move down to the second block. The new composite for 2012-2013 is on the right and the percentage change is in red. It is the same format on the next page. Every school met or exceeded growth and the Alternative School is still up in the air. All

traditional schools met or exceeded growth this year. As far as the Alternative School is concerned, they have done the Local Option for several years, but they aren't showing anything right now. It is showing not met, but it is the local model and it is not the same measuring stick as the traditional school. The high school exceeded growth.

Mr. Williams: I am looking at what we have met. Where are we setting the bar in the first place? Was the bar set high enough last year and are we setting the bar high enough for the upcoming years, for instance, even if you compared it with Wake, Nash, or Edgecombe Counties? What would be the standards and do we line up with that?

Dr. Bracy: We did much better than Nash County. They only had six of their 20-30 schools that met growth.

Mr. Williams: In terms of their bar was their bar equivalent to us?

Dr. Bracy: I don't know what they did locally. The state sets the bar as far as proficiency is concerned. That is not a local decision what is proficient or not proficient.

Ms. Smith-Ingram: As I am looking at the first page, Gaston Middle's composite was 17.40% and they met the growth status?

Dr. Bracy: They did and some schools who were 10-11% proficient met growth. It is much more difficult to meet proficiency than it was a year ago. That is due to the Common Core and cut scores.

Ms. Smith-Ingram: What is going on with the 8th grade math on page 3? That seems pretty low across the district. Does that meet the growth or could that subject area be a little lower, but the school overall met growth.

Dr. Bracy: You can meet or not meet growth in a particular subject area and still meet growth overall.

Mr. K. Edwards: EVAAS would have the answer statistically, because they are the only one who has the formula.

Chair M. Edwards: It is the formula they are using and we are not use to that.

Mr. Williams: The other problem is that if nobody knows what it is we are doing how are we going to be successful? Are we just hitting and missing or did we just happen to get this?

Dr. Bracy: Everybody in the state hit and missed last year.

Mr. Williams: So if we don't know what we are doing how will we do it again?

Dr. Bracy: That is what we asked Dr. June Atkinson when we meet with her every quarter and she does not know.

Chair M. Edwards: Dr. Bracy, as far as you can see everybody around us had similar results.

Dr. Bracy: I always ask Ms. Squire to prepare a comparison to systems around us. You should have a copy of that sheet.

Ms. Smith-Ingram: I see how we are doing regionally, but how are we ranked statewide? Typically, we have been in the bottom.

Ms. Catina Hoggard: We are ranked in the state at 110 out of 116 districts.

Mr. Williams: If I did not get my point across before, if we are at 110 out of 116 when we said we met growth, where is the bar?

Dr. Bracy: I don't know exactly where the bar is, but it can't be that easy because a lot of schools did not meet growth.

Mr. Williams: We are in a bad position if we are 110 out of 116. You may have remembered me saying around this table that every child needs to be labeled and a lot of folks disagreed with me on that. My rationale is that if you label every child whether it is a child that we know is going to be a doctor, a lawyer, or an Indian Chief to be able to label that child then you can help that child get where they have potential to go. Just like Mr. Creque mentioned earlier about the CTE curriculum and that some students are not going to be college bound and some students are not interested even though they may

have the potential. We know that they are not interested, but this is where they will do well and we can help set that child up so that they are successful at what they are good at and what they are interested in. If we do not label our school district for where it is and what is actually going on we are not in a position to ever get any better than where we are. We are meeting growth, but just what does that mean? If we are 110 out of 116, we are not meeting growth.

Dr. Bracy: According to the state, we are meeting growth. They set the bar and they determine who met and who did not meet growth.

Mr. Williams: That is a fact and it is part of the problem.

Dr. Bracy: We say that same thing to Dr. June Atkinson. How can a school be 10% proficient and meet growth? She does not know and can't answer that question. She does not know the formula like that. This is brand new to all of us.

Mr. Williams: We can buy into that as a local board or a local school district or we can set our own bar for where we need to be. We know what is going on with us locally and the state folks don't always know. Just like the State of North Carolina opted out of certain programs that the federal government had set in motion that all states can take advantage of. What North Carolina says in some cases, "It is not good for us so we are not going to take those dollars." or "It is not good for us so we are not going to participate in this program." Now, we don't have an option not to participate in this program, but we certainly have an option to say it is okay for us to be at 110 or do we want to be at 50.

Mr. Matthews: There is a difference between meeting growth and being where you want to be. If you are 110 out of 116, that is not where you want to be, but you still grew and improved. EVAAS has it broken down to each individual student when the year started and when the year stopped. The students moved and because they moved a year's worth of growth in that year, we met or exceeded growth. There is a difference in meeting growth and being proficient where you want to be. We may have met growth and still may not have been proficient.

Ms. Rhonda Moses: If the state says to be proficient, I have to have 75% of the standards met. I may have grown a lot, but I went from 7% to 10%. I grew a whole lot, but it is not anywhere close to 75%. So growth and proficiency are two different things.

Dr. Bracy: It is nothing new. We have had low composites before across the state and they met or achieved growth. Back in the day, NCHS-West was 20 or 30% and they met or achieved their growth.

Mr. Williams: I think that as we reminisce about that we are complacent with where we are.

Dr. Bracy: I don't think that we are.

Ms. Smith-Ingram: One of the things that when we are looking at this and what we could use as analogy it would be like a 5th grade student who was on a 3rd grade math level and at the end of the year they were on a 4th grade math level. They are not proficient because they are in the 5th grade and they have not mastered 5th grade math, but at least they grew a year. In fairness to a teacher, I have to deal with what I get. We have to work out the kinks and the problems where we are giving students performance on grade level. He or she should not be in 5th grade on a 3rd grade level. We need to fix the problem so that we don't become complacent with where we are. That is what the issue is in the classroom, because you are having to grow students. If I am teaching Algebra II, I have to go back and teach kids Math 8, Algebra I, and Geometry and get through my pacing guide in Virginia.

Mr. Williams: Ms. Ingram, you are making a good point, because I want you to tell me in your Algebra or math class, what was your students' performance rate this year versus where they were last year?

Dr. Bracy: In fairness, Virginia is not on the Common Core.

Ms. Smith-Ingram: Why isn't Virginia on the Common Core? Virginia has had very strong standards for many years. There are college institutions, such as A&T University that will take a Virginia student over a student in North Carolina, because the Virginia students are more prepared. They raised their

acceptance of out-of-state students so that they can get more Virginia students. Their curriculum has been very structured for many years and I don't know why North Carolina won't jump across the line and get some help. I have taught in North Carolina and I have taught in Virginia and I can tell the difference in who has their standards more structured and can build that alignment. To answer Mr. Williams' question, I don't get a say so in whom I get. I get Algebra II students who have not passed Math 8 EOC, Algebra I EOC, or Geometry EOC, but they are in my class and I have to teach them. What I did the year before there was a pass rate of 21%, I got the students to a pass rate of 75% and the State's pass rate was 76%. We fell a little short, but I had to grow those students 55% points and that took a lot of work. If you look at my district's Chemistry score it was 93% and the pass rate for the State was 86%, but my district is next to the bottom. Petersburg and Franklin districts are at the bottom out of all of the districts in Virginia. Looking at where we are as a district and the State is coming down on us pretty hard. That is why I can't get over here and get to some things I want to do, because I am a classroom teacher. The district is not satisfied where we are, but we don't get a choice and the State is going to come in if we don't get it together. Is that what we are going to wait for in Northampton County? Are we going to say, "We have a problem and we are in the bottom of the State? Our kids have a tough time competing as it is so what are we going to do as a district to figure out how we can grow our students and get them proficient? We don't get a choice in what we get, but what are some things that we are going to put in place?"

Mr. Williams: When we talk about growth and getting to that proficiency this is where I am wondering if we can work a little harder to move a little bit to raise the bar.

Dr. Bracy: If you are saying set the bar, do you want teachers who don't meet the bar to be not working anymore?

Mr. Williams: No, because I don't know where you would get more to replace them. This will need to be talked about in Instructional Leadership and from the Superintendent on down putting some things in place. That is why this Board Member is trying to say to this Board, do we want to stay where we are or do we want to move? If we want to move, how do we communicate those expectations from this Board down to the classroom?

Dr. Bracy: We had this conversation on Thursday when the test scores came out. I met with the principals and talked about these results. They were not acceptable and not a good thing. We are working on getting our teachers stronger and our principals to be able to be instructional leaders. We do have issues, but we are not alone. This is a State issue and we are working through those issues.

Mr. K. Edwards: We are talking about growth and do you notice how we are saying grow and how we are growing students. Proficiency was an all or nothing and when you talk about growing students and the analogy that Ms. Moses gave, it is a different mind set. Are we growing our students like Ms. Ingram alluded to? When you look at that last column on page 1 it says EVAAS Growth Status. Don't forget that the State added two standards. Standard "6" was Teacher Effectiveness and that is the growth. When you look in EVAAS, for the students that teachers taught in 5th grade last year you will see the growth. To the Principals and Dr. Bracy, the State added Standard "8" Principal Effectiveness. All of that equates to that last column that says EVAAS Growth Status. Therefore, when you talk about growth to get a full understanding of it, we have to dig down and say what is the teacher effectiveness in instructing the students? You can't say proficiency now and like you said Mr. Williams, how can 7% meet anything? Don't forget, it is about growth. Each teacher has a Standard "6" and by the way it is a 3-year rolling average for principals and teachers.

Ms. Smith-Ingram: How do you invest or provide the staff with the resources that they need?

Dr. Bracy: We have done a lot of professional development training through Race to the Top funding.

Ms. Smith-Ingram: Dr. Bracy, we have got to invest in our teachers like Teach for America invests in theirs. Are we investing at least \$2,000 in every educator that we have in Northampton County? No, we just put that \$2,000 in the TFA's that we have, but if we take that \$2,000 and we invest it in every teacher, we can grow strong teachers. You have to look at the professional development opportunities. Teachers are so busy. Do they have time to come together where the middle school math teachers come together with the elementary school math teachers? This is what we need to make sure students are on their grade level. The same thing needs to happen with the high school. Maybe we need to find some money where we can pay teachers during the summer to come together and get that vertical articulation, especially with the standards being so new. This is where we as a Board can make those policies and take that money and invest it in people. Our human capital is the most important capital that this school system is going to have.

Mr. Williams: We have some good teachers in Northampton County. A lot of these teachers are good teachers even in the classroom where you only see 7% and in the classroom where you see no percent. There are good teachers in the sense where they know their material and they know how to teach, but when you walk up and down the halls of the buildings their problem is they cannot teach because they cannot get any control equivalent to classroom management. I asked this question of Ms. Ash who left us last year when she was talking about professional development, "What are we doing to address classroom management?" I think we are so busy looking at this Common Core and some other things about how do we deliver this and that we forget the one thing that you cannot tell me anything and you cannot teach me anything until you get my attention. The problem is that they cannot get the kids' attention and they don't have the classroom management. Until we invest in that learning is not going to take place.

Dr. Bracy: We have had some professional development for classroom management.

Mr. Williams: You have not had enough. We say that we have done that, but we have not had enough. You have a lot of classroom management needs in your buildings today and until you get that part fixed, no teaching is going to happen. Until we identify those students who we need to do something else with them so that we can get their attention and teach them in a smaller setting or a different setting.

Dr. Bracy: You talk about having the student's attention and I agree with you 100%, but the teacher has to be able to engage the students. Good teachers can do that.

Mr. Williams: The students we have now I think it takes that creativity piece, but that management piece your presence has to demand enough respect to get their attention. It is a big issue and I don't think we are addressing it enough.

Dr. Bracy: When I first started teaching, I could manage a classroom. I wasn't a great teacher when I first walked in there, but I could manage a class.

Chair M. Edwards: We need to let our Finance Chair get with Mr. Holloway to find some money for classroom management. I agree with everything that has been said, especially about the control of the class and until you get the children's attention you are not teaching anything. The other kids are worked up to and the teacher cannot get any order. It is just like being hungry and you are sitting here talking to me. I am not listening, because I am hungry. Dr. Bracy, you know and I know this has been going on in Northampton County not just this year. This has been going on for quite some time, because some teachers cannot control the classroom. We do need money to help with that and invest in our own teachers.

Dr. Bracy: When we as Superintendents meet as a Consortium, Roanoke Rapids is not a part of the Consortium and I don't know how they are, but we as Superintendents in Hertford, Bertie, Weldon, Northampton, Halifax, and Warren are at the table. We are all having a discussion about the behavior of our children and what can we do.

Chair M. Edwards: You just have to keep working on it, because our children come from a very different environment. It is a lot going on now in the different households and everybody knows it that have been around Northampton County. There is a lot going on in our children's homes. When they come to school they have a lot of baggage with them. Then teachers are trying to get some order and we are throwing new things at the teachers like the Common Core. We are adding on things when they have not mastered the other part. They are also being pulled out of class for different other things and when they get back, the teacher assistant has done what little bit she can do. When you throw something new at them when they have not mastered the other part, that behavior piece is not going to be successful until you get some order. I am asking that the Finance Chair please look at that to see if there is anyway we can get some money moved around with our Finance Officer.

Dr. Bracy: Before we move on from testing, I just want to point out some subject areas and grade level areas that were above the state average. Ms. Winnie White is the teacher in one 4th grade class and Ms. Candie Allen is the teacher in the other 4th grade class. Their averages were as follows:

Willis Hare Elementary School: 4th Grade Lang. Arts @ 52.2 State Average: 45.48

Willis Hare Elementary School: 4th Grade Math @ 60.9 State Average: 49.22

Ms. Smith-Ingram: That 4th grade is going on, but the 3rd grade worries me at Willis Hare.

Mr. Johnson: You talk about teacher effectiveness in the classroom. Nobody in this room knows how I was in the classroom. I had the attention of my students. I went to a church mission this weekend and I had three little girls from the same family that my wife and I were working with in this church setting. One of them was in Kindergarten I could not keep her in her seat. We were not supposed to have Kindergarten children, but 1st through 5th grade. We were trying to be nice to the people and take all of the children and let them know what Jesus is all about. I talked to the Pastor because that little girl was disturbing the others from what we were trying to get across, because she could not read as she was in Kindergarten. If you can't read, you can't look up scriptures in the Bible. I told the Pastor that I had a problem and the Pastor told me, "Let me tell you what I know. The mother left the father with those three children. She was constantly with other men while she was with him. Therefore, she just walked out and left him with those three children." The structure that those girls were having to go through I didn't know, but the Pastor did. Rather than send her back down to the nursery where she should have been, I said I would take her, because I am not going to cause a problem with that family and her. If I would have left, it would have caused a problem with the church. The next night, she wanted to go to the nursery and I didn't say a thing to her. We were able to conduct the classroom, but with her there it would have been an impossibility to do the things that we wanted to do with those children. Therefore, I don't care who I am, where I have been, and what I have been able to do, I can't just walk in to a situation like I did and expect them to listen to me.

Ms. Smith-Ingram: It is a different breed of children today. You can't engage in the same way that you could back in the day.

Mr. K. Edwards: I agree with you Mr. Johnson, but our reality is that we don't get a chance to say that about the kids. I love what you just said and I just want to touch basis with Dr. Bracy with what he just said about that 4th grade class at Willis Hare. It is phenomenal! I am saying to myself, "What is it they are doing at Willis Hare in the 4th grade?" If you go one column up and I see 17.9%, those 4th grade teachers that will get those 3rd grade kids are going to be okay. Mr. Williams, going back to what that analogy was they have the teaching capacity to grow those kids from 17.9%. I don't know if it is going to be 60.9% next year, but they will grow those kids. That 5th grade is getting some kids already at 52.2% in ELA and 60.9% in Math. You are getting a cohort of kids who grew phenomenally. Can they make them increase at the growth that the 4th grade made that cohort increase? The 5th grade at Conway has their work cut out for them. They have to grow those kids from 52.2% and 60.9%.

Mr. Williams: I think that now what we need to look at is what in the world is happening and what are those teachers doing that the other teachers are not.

Chair M. Edwards: Ms. Ingram said it a while ago, "They need to get together and look at data together." Dr. Bracy, can you look into that and see what those teachers are doing to move those kids?

Mr. Williams: Before you move on, I would like to make a bet. I believe those teachers who are getting the 52% and 60% know how to manage their classrooms and the teachers who are not getting that percentage are not managing their classrooms.

Mr. Johnson: But, you can look at it another way. It goes back to what Ms. Ingram said a while ago, "I take what I have got." How were those students in the 3rd grade?

Ms. Smith-Ingram: Madam Chair, we have reached our 20-minute time limit on the Test Score Information. We have two more items: Superintendent/Administrative Staff/Board Communication Relations and Superintendent's Goals. Can we allot 10 to 15 minutes for each?

Chair M. Edwards: Dr. Bracy, we will address the Superintendent's Goals first.

Superintendent's Goals

Dr. Bracy shared his Superintendent's Goals with the Board and he asked that the Board look over them and provide any feedback to him.

Mr. Williams: Dr. Bracy, I don't see why you would not want to have all seven (7) areas. Aren't there 7 areas on the evaluation?

Dr. Bracy: I don't have to do every area.

Mr. Williams: I know you don't, but we rate you on every area.

Ms. Smith-Ingram: We evaluate every area, but the goals only have to be on six areas.

Mr. Matthews: In reference to the Strategic Plan, you will accomplish and complete this goals when, by the end of this year correct? Would your Strategic Plan dates be 2014 through 2016?

Dr. Bracy: You are correct, because my goal is to get started in January. I am currently talking to vendors who will come in and do a Strategic Plan.

Mr. Matthews: You will have this completed by the end of this calendar year and implement this Strategic Plan in 2014.

Dr. Bracy: Yes, the process should be completed by the end of this year. It may even be a five-year plan. Most people do a five-year plan.

Chair M. Edwards: Isn't it better to do a two-year plan the way things keep changing?

Dr. Bracy: You can always edit the plan.

Mr. Williams: Under Goal #6 Dr. Bracy, I would like to see you involved in more community activities rather than just keeping a log of those things that do happen. There would be some specific community activities such as the Dr. Martin Luther King Program and a lot of events that take place at the Wellness Center.

Dr. Bracy: I do attend the Dr. Martin Luther King programs and I have been master of ceremony for that.

Ms. Smith-Ingram: What about the NAACP Meetings?

Dr. Bracy: It is so political there and I don't need to be in that environment. I don't need to be in a political atmosphere and that is why I don't attend those meetings. My door is always open to the NAACP. I have been to at least three NAACP Banquets since I have been here. In fact, I took the Board with me one year to the banquet.

Ms. Smith-Ingram: Putting all jokes aside, I was not joking when I said I wanted to be included in some of those meetings with NICE. For me to be selected as Teacher of the Year for my district I felt a little put off that I wasn't asked to serve on a committee for Teacher of the Year. Mr. Johnson has had the

opportunity to do that. This is something I am so interested in and I think in all fairness it would be nice if you would include me if there are meetings with the NICE Program and the Academy. You know that I am very interested in that and you know that is very close to me. In working with the leadership on the School Board, I personally would like to know of those meetings that you know of where they ask the school system to participate. I consider that we as Boards that we are a part of this partnership and as a Board Member I would like to be invited and be able to attend.

Dr. Bracy: I don't think I will have a problem inviting Board Members. Your problem would be if they take place during the school day.

Ms. Smith-Ingram: I know that I have tight schedule, but I wanted you to know there are opportunities that you have asked Mr. Johnson to serve on and Mr. Matthews. I know Mr. Lassiter asked Mr. Johnson to serve, but Mr. Lassiter does not do anything that you don't know about.

Dr. Bracy: Mr. Lassiter asked me how it worked last year and I told him there was a Board representative on the committee. I did not tell him who to choose.

Dr. Bracy: Ms. Harris, can you inform the Board when they have those scheduled meetings that Mr. Creque was talking about?

Ms. Harris: Yes Sir.

Chair M. Edwards: That way whoever wants to go they can go.

Dr. Bracy: I just want to remind the Board to send me any feedback you may have on the Superintendent's Goals by email.

Chair M. Edwards: I would like to ask that if any Board Member has feedback to please carbon copy the same to me so that the Board would be all on one accord.

Superintendent/Administrative Staff/Board Communication Relations

Mr. Williams informed the Board that the reason that he asked for this item to be put on the agenda is because he has some concerns.

The Board shared the following concerns with Dr. Bracy regarding the school system:

~There are some little snide comments that the administrative staff sometimes make and I think sometimes they are said in a joking way, but I have sense enough to know that everything that is said in a joking way is not necessarily a joke. The Superintendent should remind your staff that this Board of Education is in a position and we are the governing body when it comes to decisions for this Northampton County School District and I want to be treated that way.

~Sometimes the Superintendent's voice becomes disrespectful.

~Two Board Members have asked for information from your staff from time to time and they have not received it. One such thing would be the evaluations for the principals. There is not a good balance in terms of how the administration sometimes responds to this Board. I would like to see more positive dialogue.

~Last school year, we talked a lot about Customer Service and it just fell through the cracks.

We do have some good things going on from your office on down; therefore, everybody else feels it is okay not to do certain things that I think they should be doing in terms of how we respond to questions, how we respond to requests, and how we respond to people.

~I thought there was an understanding that once the test results came out you were going to call us in and meet with us. Another Superintendent met with his Board before the results came out. I was waiting for the phone call for us to come together. I found out about the results in the newspaper. I am of the opinion that when I leave the Board Meetings something else happens. It leaves me wondering did I misunderstand. I just don't think it is fair for us to have to get those results in the newspaper.

~I agree with that part about the test scores. As far as Customer Service, there is some work that needs to be done. We also have to look at ourselves in the way that we talk to people and the way that we ask for information. We need to ask for information as a Board, not as individuals. It has to be four or more to make a decision to say this is what we want. Then it is their responsibility to get it. Let me go back to the Customer Service Plan and I think there was some cost involved that needed to be scaled down. We still need to have a plan and that is something we need to address one more time. If you come up with something to present to us, let's try it again. It was brought out and we just did not accept it. If we have suggestions then we can make those corrections. As I said before, we need to watch how we talk to each other, respect others, and they will respect us as well.

~From the time I have been on this Board, the Board Chair would ask the Superintendent for things and he would get it for them. That is the Board Chair and not the Board collectively. I can remember things that were asked of the Superintendent by the Board Chair and it was received. I am saying that to say this, when the Board Chair asks for something it is for the Board not for me. I have sent several messages to and you have not responded. Every time you send me a message, I respond back to you. I thought that when we as a Board ask for something there is a reason.

~My problem comes in when three or four people meet and I don't have a clue what is going on. It has happened to every last one of us in this room and we all need to know when things are being asked for. In order to stop it, we need to bring it up and let's talk about it and move forward.

Whenever we are faced in public, we never have anything positive to say. To be sure we are doing something right. Also, when I attend community meetings, there is never anything positive said about the school system. We have plenty of room to grow and we have got to start saying something positive about our school system that we are governing and about fellow Board Members.

~My concern is that I just feel this Board is being taken as a joke and I don't like that. It has not been this way in the past and I don't think it should be that way now.

~We as a Board need to be taken seriously when we ask for certain things.

~There have been several incidents that I have heard about second hand and we still have not received an official notification about those issues. If a lockdown happens at a school or if something happens on a school bus, the Board should be informed.

~I don't feel there is open dialogue with the Board. I appreciate how much your communication with us has increased, but there is still a breakdown in communication. Everybody knew that those test results were coming out on Thursday. You met with your principals on Thursday, why did you not meet with us the same day?

~Test score information should never have hit the newspapers or anybody's ears before the Board had a chance to see them.

~The Board should be notified of incidents such as a student's car needing to be searched or a student found with drugs on him. We did receive the email from Ms. Harris regarding the missing child and you followed up with an update. Those are the kinds of things we should be informed about, because we don't want it to be the case where someone in the public says, "What happened on the school bus over there at the high school" and I am not aware of it myself. It is very embarrassing.

~ There was also a communication problem especially with this agenda tonight. I was floored and I feel part of our time was wasted. I don't feel it was fair to give that first group 30 minutes of our valuable time and we ended up giving them 45 minutes. I feel this is the second time in a row that our Board Retreats have been high jacked by presentations from the staff. Some things are very important and I found out today that Ms. Harris did send out the agenda by email the other day, but I did not get the chance to read the email prior to getting here. When I arrived, I see that huge agenda that had been planned. I feel like that was something that could have waited until another time. We said that night at

the Board Meeting what our agenda items would be. I felt that if you had those agenda items they should have been brought to our attention that night at the Board Meeting.

Dr. Bracy: The agenda items for the Retreat were due in to my office by 12:00 noon on Wednesday. The agenda went out before the meeting and I expected the Board to review the email and respond, but no one responded.

~Traditionally, the Board Chair and the Superintendent sit down together to work on the agenda.

~It should be the Board Chair, the Vice Chair and the Superintendent.

Chair M. Edwards: I always call Dr. Bracy, even if he is busy, to ask if there is anything he needs from me or wants from me. I will also call Ms. Harris and ask her if they need anything from me. I ask her to please have the Superintendent call me about the agenda, because I know he gets busy. I did not know all of those things were on the agenda, but when I found out I told Ms. Harris to go ahead and send it out to the Board. Dr. Bracy, can we just go forward and have better communication? If the Board needs something or wants something, communication is the key. We need to be working together and this Board needs to know what is going on. There are a lot of things that go on and we hear about it later. We know that people call who they know and they give them a lot of information.

Dr. Bracy: I need to know what the Board deems as an emergency. What the Board deems as an emergency I may not deem as an emergency.

Mr. Williams: Anytime something major happens in the school district the Board should be informed about it.

Board Information

Chair M. Edwards: Mr. Matthews, please remember to look at the finances for the professional development in the classroom. Also, Mr. Holloway and Dr. Bracy, we want to do something for the holidays for the staff. Once a year, we should be able to do something for our 300 plus staff.

Ms. Smith-Ingram: Dr. Bracy, did Dr. Rumley not say that you put Race to the Top funds aside last year?

Dr. Bracy: I will have to check on that specifically.

Mr. K. Edwards: Dr. Bracy, I just want to bring to a head what Mr. Creque was talking about. He is asking this Board for Seaboard-Coates Elementary School. I am just equating this with what we have been going through with Garysburg Elementary School.

Dr. Bracy: That organization wants the school for free.

Mr. Matthews: The first action that the Board has to do is declare that property as surplus. Once you declare it as surplus, the law requires you to offer it to the County Commissioners at fair market value. Now, I am going to share what is in my mind. When we start talking about facilities we are going to need some money, because we don't have any money. Whatever we decide to do with the facilities, we are going to need some money. If we declare Seaboard-Coates as surplus and offer it to the Commissioners at fair market value and that fair market value is going to be the amount of money that we are going to ask the Commissioners for facilities anyway, then it might work out. Remember, the facilities agenda item came off the agenda for this meeting. I was anticipating that if it came up we were going to close Squire. The only way to close Squire is to move those Pre-K and K to Gaston Elementary. If I remember correctly, that price tag to prepare that facility for the Pre-K and K is somewhere around \$300,000.00 and we don't have \$300,000.00. If we tell the Commissioners that we are going to come to you and ask you for \$300,000.00 so that we can close Squire and prepare Gaston Elementary to hold those Pre-K and K. Then, we can ask them for \$300,000.00 for Seaboard-Coates and we would use it for that purpose.

Chair M. Edwards: We need a date to meet with the County Commissioners. The Facilities Committee

needs to meet first and then we meet with the Commissioners. The Commissioners told us to come up with a date and pull together the agenda. We need to schedule a meeting by the first of the year and the meeting would be held here at our place. I want the Board to be thinking about that.

Mr. K. Edwards: The Facilities Committee can get together about a meeting one day next week.

It was the consensus of the Facilities Committee to meet Monday, November 25, 2013 at 5:00 p.m. The Committee Members are Ms. Ingram, Mr. Matthews and Mr. Edwards.

Mr. K. Edwards: I want to thank Mr. Matthews for saying what he said, because that is exactly what I was going to say. What we have is that we have constituents in Garysburg and we are still going through this ordeal. Now, I am just taken back that the first time we meet with Mr. Creque, he is asking for Seaboard-Coates Elementary School. I really want to know when we are going to start having dialogue about a new high school.

Chair M. Edwards: Dr. Bracy told me that Mr. Creque did not want to meet with us.

Mr. K. Edwards: We have Garysburg Elementary School and now I am hearing Seaboard-Coates Elementary School for the first time on November 17th. Also, I noticed that Mr. Creque used the word "I" about seven times. We are selling Garysburg Elementary School and now we are going to sell Seaboard-Coates Elementary School. The fair market value has come up once again. Mr. Creque has been on Board since July 1st and this is November and we had to come all the way to Greensboro to meet our County Manager for the first time tonight.

Ms. Taylor: I work for the county and this is my first time seeing him.

Chair M. Edwards: Mr. Edwards, as you have said before, we want to keep a dialogue going with the County Commissioners. When the new County Manager came, I said to Dr. Bracy that the Board wants to meet with the new County Manager and the Board of Commissioners. Dr. Bracy said he would check with Mr. Creque and when he got back to me he said, "He does not want to meet with the whole Board."

Mr. K. Edwards: We had a meeting of the minds. I am just saying that the first time we meet our County Manager he wants Seaboard-Coates Elementary School, but we have another dilemma, we are still losing children. Dr. Bracy hasn't brought Squire Elementary School to us yet, but I am pretty sure it is out there on the horizon; therefore, we are going to need some money to offset that cost. Once again, I feel like the partnership should be there, but we have to have a kindred spirit to meet the needs of the students. I think the partnership should start with the County Commissioners, the County Manager and the whole Board, but where is the kindred spirit?

Mr. Matthews: I suspect the County Commissioners will tell us that we gave you "The Way Forward" and you have not followed through on it as far as the high school is concerned. But, we did follow through with the point of purchasing the land and because we had not purchased the land they took the money back out of the budget and put it in their budget to balance this year's budget.

Mr. Johnson: Why would you want to buy land when you don't have a possibility of putting anything on it?

Mr. K. Edwards: Why is it that the first time we are meeting the County Manager he wants Seaboard-Coates Elementary School for a project that has not been discussed with us, but maybe he had discussed it with you Dr. Bracy.

Dr. Bracy: Yes, he and I had a conversation and he was trying to get a meeting with the Board to talk about this project.

Chair M. Edwards: Mr. Edwards, I have tried to get a meeting with the County Commissioners.

Mr. K. Edwards: Basically, it should be County Manager, Board Chair, Superintendent, and Board Chair. I understand that you don't want fourteen people around the table. Remember, we don't control the funding.

Mr. Williams: That is why Mr. Edwards, we will have to go and raise some sand. Mr. Matthews, you were here as Operations Director when the late Dr. Mary McDuffie was here. You have been the mastermind and you pulled a lot of stuff together for this county, such as where the land needed to be purchased and you know this county like the back of your hand. I commend you for that and I know you haven't lost that. Mr. Johnson, you sat on the Board with me; and Ms. Harris, you sat and was doing exactly what you are doing tonight for this Board. Do you all remember when we got together one evening and marched down to the County Commissioner's Room? We had been asking the County Commissioners for \$300,000.00 or there about and they said, "We are not going to give you nothing." We went down there after pulling all of the information together. Mr. Matthews, do you remember what happened after we left that Board Meeting that night? What happened is that a check came floating in for over \$300,000.00. We had the Capital Outlay money to do whatever we needed to do. The reason that we received that money was because we went down town with facts in place, we went down there with the law, and Dr. Mary McDuffie sat there and said to them, "This is what we are due and this is what the law says." Board Members, we cannot let those County Commissioners do that to us. I am going to be a good steward of this school district and I am going to do what I believe is in the best interest of these children that we serve. We did not back down and we got what we wanted. If we don't stand up now and say we are the stewards of this school system we are not going to get anything.

Mr. K. Edwards: We are going to have to anticipate closing Squire, but the entity that is the foundation of every citizen to even get to the point where Mr. Creque was talking about today is a basic educational foundation. The whole term of being a Board Member has been talking about one thing

Dr. Bracy and that is closing schools.

Mr. Johnson: When you don't have children to put in them you can't run them.

Mr. K. Edwards: Like Dr. Bracy said, "It should have been a K-12 campus right there between Central and the Wellness Center. That land was the high school.

Chair M. Edwards: Mr. Matthews and all of us did the legwork for that land.

Dr. Bracy: They could have come to me and said, "Dr. Bracy let us have Coates for our DSS building."

Mr. K. Edwards: That would have accommodated everybody. Better still, we could have offered them Squire.

Mr. Johnson: I asked Wayne Jenkins when all of this was coming up, "What are you going to do with the old DSS building when you build the new one? His answer was, "We are going to remodel it." I said, "Why don't you remodel it now?" Mr. Jenkins said, "We are going to move all of the offices from the Courthouse Square out there."

Chair M. Edwards: I need a motion to adjourn.

Mr. Williams: Before we adjourn, I would like to say that I think this was a worthwhile discussion and I think we should really carry this further. Dr. Bracy, I want you to know that as I ask questions and pose questions and comments, it is nothing personal for you, but this is me being a Board Member and I am speaking for myself. Those things that I bring to you I definitely want to see your attention to those things. I have no problem supporting you as Superintendent of this county, but you have to know that those things that we bring to you we are expecting you to follow through on those. I think that when we don't get that I am going to have a problem with it whether it is you directly or your staff. It is ultimately going to come back to you, because you are the only one that we supervise.

Mr. Johnson: If I have a problem, I am not going to bring it here and waste your time with my problem. I am going to go to the man who is going to solve it. If we don't see eye-to-eye, then I know the channels to go through, which is my Chair or Vice Chair and then we will discuss it. We can then reach some kind of conclusion over what we need to recommend that he does. But, to waste your time and I think sometimes I feel that I sit here and listen to things that have nothing to do with the problem that I

have. Yet, I have to sit through it and listen to it where I can't give a solution to it and if you can't go to the man and get a solution, why do you think that we are going to be able to get what you want?

Mr. Williams: Because, as Ms. Taylor said earlier that four of us are going to make a decision, one. Secondly, I don't ever talk about anything in here that does not have to do with Board business. Thirdly, just like you asked me, "How do you know I haven't already talked to Dr. Bracy about some of these things and he has done nothing?" Because, sometimes Dr. Bracy does have a stubborn spirit about him and does what he wants to do. Therefore, you don't know that I haven't already talked to him about some of these things.

Chair M. Edwards: Thank you Dr. Bracy and Ms. Harris for the meal tonight and setting up this Board Retreat. Also, thank you Board Members for being here.

Dr. Bracy: Board Members, we have a dinner reservation tomorrow night at Bone Fish at 6:30 p.m.

Board Information

- NCSBA Annual Conference – November 18-20, 2013 – Greensboro, NC
- NCSBA Public Policy Conference – December 5-6, 2013 – Greensboro, NC
- NCSBA Parliamentary Procedure: Common Questions & Practical Application Webinar – December 10, 2013, 7:00 a.m. – 5:30 p.m. – Kathy Boyd, Presenter (1 hour)
- Next Regular Board Meeting – December 9, 2013 – Board Room – 5:00 p.m. (Closed Session) – Open Session beginning at approximately 6:30 p.m.

Adjournment

On a MOTION by Mr. Johnson, SECONDED by Mr. K. Edwards, the Board adjourned the meeting at 10:10 p.m.

Approved: March 31, 2014

Marjorie Edwards, Board Chair