

OXFORD, NORTH CAROLINA
March 16, 2015

The Members of the Honorable Board of Commissioners of Granville County, North Carolina met in a regular meeting on Monday, March 16, 2015 at 7:00 p.m. in the Meeting Room, Granville Expo and Convention Center, 4185 US Highway 15 South, Oxford.

Present were:

Chairman: Tony W. Cozart

Commissioners: R. David Currin, Jr. Zelodis Jay
Timothy Karan Ed Mims
David T. Smith Edgar Smoak

County Manager: Michael S. Felts

County Attorney: James C. Wrenn, Jr.
Assistant County Attorney: Gerald T. Koinis

News Reporters: Elizabeth Coleman – *Butner-Creedmoor News*
Linda Nicholson – *Oxford Public Ledger*

MEETING CALLED TO ORDER

At 7:00 p.m., Chairman Tony W. Cozart called the meeting to order and recognized Commissioner Ed Mims for the invocation and Pledge of Allegiance.

APPROVED CONSENT AGENDA

Upon a motion by Commissioner Edgar Smoak, seconded by Commissioner Timothy Karan, and unanimously carried, the Board approved the consent agenda as follows:

(A) Approved the Summary of Contingency and Use of Fund Balance report which showed the following balances:

General Contingency Balance	\$ 16,000
Environmental Disaster Contingency	\$ 10,000
General Fund Appropriated Fund Balance	\$ 4,312,216

(B) Approved the Minutes of the March 2, 2015 Meeting as recorded.

DURING PUBLIC COMMENTS, ONE SPOKE ABOUT COMMUNITY SOLUTIONS

Reverend Ron Morton, 201 Lewis Street, Oxford, NC, made comments to the Board regarding community solutions and a program he started called *Treasures of Joy*. He recognized young men in attendance that participate in the program. Their mission is to provide an avenue for healing, growth and economic independence for individual and families in Granville County as they address problems and issues in the community such as lack of jobs and transportation. The group envisions the fulfillment of this mission through individual and

group mentoring, financial and housing counseling, job readiness, and community based employment. He talked about the Treasures of Joy programs that include: Treasures of Joy Detail Service Center, Treasures of Joy Transportation, Treasures of Joy In/Out of School Mentoring, Treasures of Joy Community Basketball Team, Treasures of Joy Transitional Housing and partnerships that include: Center for Innovative Learning, Granville County Schools, Department of Social Services, Joy Land Community Church Network and Sunshine House. He encouraged the Board and those present to look for solutions and partner together to find community solutions.

AFTER HOLDING PUBLIC HEARING, BOARD APPROVED ECONOMIC DEVELOPMENT INCENTIVE

Chairman Cozart stated that Granville County served notice that a hearing would be held to obtain the views of the public on aiding and encouraging the location or expansion of industrial facilities in Granville County specifically as follows: the expansion of an existing textile facility in Granville County to manufacture a new product line. The company will invest approximately \$16,000,000 and employ potentially 40 new employees over a three year period. The maximum cost of the County-funded improvements will not exceed \$554,400. He then recognized Harry Mills, Director of Economic Development, to provide an overview of the project.

Mr. Mills stated that a local industry is planning a \$16,000,000 expansion and will potentially employ 40 new employees. The \$554,400 proposed incentive will include a One North Carolina Fund Grant (INC Grant) match by Granville County. He referred to North Carolina General Statute 158-71 that requires a public hearing prior to any final action of the Board and also requires a public notice requirement which has been met.

Chairman Cozart called the public hearing to order and asked for anyone wishing to speak to come to the podium.

With no one wishing to speak, Chairman Cozart declared the public hearing closed.

Upon a motion by Commissioner David T. Smith, seconded by Commissioner Edgar Smoak, and unanimously carried, the Board approved an economic incentive for an existing textile facility in Granville County to manufacture a new product line with the maximum cost of the County-funded improvements to be \$554,400 in accordance with the County's funding policy. Granville County agrees to enter into an agreement with the State of North Carolina

for a One North Carolina Fund Grant and will provide a local match which is included in the \$554,400.

JOINT MEETING WITH GRANVILLE COUNTY PUBLIC SCHOOLS BOARD OF EDUCATION

Chairman Cozart stated that a joint meeting with the Granville County Public Schools Board of Education would be held at this time. Chairman Donnie Boyd called the Board of Education meeting to order.

Present from the Granville County Board of Education were:

Chairman: Donnie Boyd

Board Members: B. Patrick Cox Danny Eudy
Dr. G. Thomas Houlihan Shirley Lane
Leonard E. Peace, Sr. Toney W. Smith

Granville County Public Schools Staff in attendance were: Dr. Dorwin L. Howard, Sr., Superintendent; Dr. Gus Gillespie, Assistant Superintendent for Human Resources and Auxiliary Services; Dr. Michael Myrick, Assistant Superintendent for Curriculum and Instruction and Student Services; Cindy Bostic, Board of Education Attorney; and Deborah Dupree, Board of Education Clerk.

Chairman Cozart and Chairman Boyd thanked the Boards for agreeing to meet in the joint session. Chairman Cozart explained that a set of questions had been forwarded to the Board of Education in advance and referred to the following document:

**Granville County Commissioners
Granville County Public Schools Board of Education
Joint Meeting
Questions and Responses
March 16, 2015
7:00 p.m.**

- 1. What plan is in place to improve the report cards of our schools?**
 - The Superintendent continues to meet with Central Services and school administrators, identifying issues which need to be addressed in order to make improvements in the various areas such as academics, student behavior, teacher recruitment and retention, etc.
 - The Superintendent and Board of Education members are visiting schools and meeting with principals, teachers and staff; getting their perspectives about their individual schools and what is needed to make improvements in their students' achievement.
 - The Curriculum and Instructional Team is conducting reviews with principals at each school to discuss progress made since the beginning of the school year as well as areas for improvement.
 - Special attention is being given to low performing schools to seek ways of providing more support and resources.
 - The administration and members of the Board of Education are meeting with leaders in the community and discussing ways that the community can become more involved in helping students throughout the county.
 - The Director of Innovative Services now has the responsibility of coordinating a district-wide volunteer program.

- Administration has and will visit schools outside of our district which have been successful in order to learn of additional strategies which we may implement to help our teachers and students.
- Administrators are visiting colleges and participating in job fairs in an effort to recruit highly qualified teachers.
- A Recruitment and Retention Team has been re-established to give special attention to improving our recruitment and retention practices.

2. **What is the plan to improve end of grade test scores?**

We knew at the end of the 2013-14 academic year that there was much work to be done to move student proficiency to a higher level, and this past summer we identified our areas of need and started the process of shifting our focus. Research shows that an effective classroom teacher is paramount to obtaining high student achievement. We are empowering our classroom teachers by providing them with on-going professional development. We are targeting four key areas: literacy, mathematics, beginning teacher support, and the Academically and Intellectually Gifted program.

First, concerning literacy, our elementary principals and assistant principals have been trained to support their teachers for the state-adopted reading instrument that teachers use to determine a student's reading proficiency. The principals are now equipped to read and interpret reports for each student and teacher in their building and with this information they can have specific conversations relative to student progress in reading. The elementary principals' meetings focus on student data and professional development that they can use to support their teachers with reading and writing strategies. Literacy professional development is also offered to middle and high school English Language Arts teachers.

Secondly, we have partnered with Appalachian State University to offer on-going professional development to help teachers better understand the eight mathematical practices. The eight mathematical practices are "best practices" that are used to engage students in the Common Core Math Standards. An Appalachian State University professor designed a hybrid course (taught online and face-to-face) and trained us to use the course to deliver Professional Development. The professor also reviewed our Math I local curriculum and tweaked it to increase the rigor.

Thirdly, we targeted Beginning Teacher Support: First and Second year (BT 1s & 2s) for West Oxford Elementary and C.G. Credle Elementary. These two schools in 2013-2014 had an approximate 40% turnover. The majority of the teacher turnovers were teachers in their 1st or 2nd year of teaching. First and second-year teachers are now receiving on-going professional development to support Early Literacy Skills. Our first and second-year teachers have a dedicated support person who works directly with them to model effective classroom instruction. In addition, the schools share a retired principal who works directly with these new teachers in several areas. These same teachers are also being trained in how poverty can affect culture and ways they can more efficiently manage challenging student behavior.

Lastly, we have made a concerted effort to focus on our high achieving students by revamping and restructuring the Academically and Intellectually Gifted (AIG) program. The AIG specialists' schedules were changed to allow more time to work with elementary students. Middle school English Language Arts and Math teachers are being trained on how to differentiate their instruction for the gifted learner. Each AIG high school student is expected to take at least one honors or Advanced Placement course each year, and each school's site coordinator oversees this process. We have nine students who are waiting to learn if they are accepted into Governor's School. We have a approximately 75 students who qualified to attend the Duke University Talent Identification Program this summer.

These strategies mentioned above are not done in isolation as we have several other initiatives that support them. We have partnered with Quality Teaching and Learning, and they are working with our high school English Language Arts, Science, and History teachers. The focus is engaging with the local curriculum to better understand the Common Core Standards and how they progress over time. To provide schools flexibility to address their unique needs, each school has put different measures in place. Also, during our monthly Leadership Team meetings, which consist of the principals and directors, we spend 95% of the time in professional development. We have created vertical teams consisting of the elementary and middle schools that feed into the high school. The teams' design allows

them an opportunity to talk about concerns that affect their community of students. These teams have met several times virtually and face-to-face and observed classroom instruction as a group.

In closing, high student achievement is our top priority. We know where our weaknesses are, and we know that it is going to take some time for us to get our proficiency above state average in all areas. With that goal at the forefront, we are reviewing our District and School Improvement Plans to ensure that we are on target. We have several summer initiatives for teachers and students that will continue to increase both growth and proficiency.

3. **What percent of the students that attend the schools that received D's and F's qualify for free or reduced priced lunch? Is it a coincidence that schools serving students below the poverty line receive low grades?**

<u>Schools Receiving Bs</u>	<u>% students receiving Free & Reduced Meals</u>
Granville Early College HS	47
J. F. Webb SLHS	23
<u>Schools Receiving Cs</u>	
Butner Stem Elementary	76
Granville Central HS	59
Mary Potter Middle	66
Mount Energy Elementary	57
South Granville SHLS	32
South Granville SiTL	29
Stovall-Shaw Elementary	68
Tar River Elementary	45
Wilton Elementary	46
<u>Schools Receiving Ds</u>	
Butner-Stem Middle	65
CG Credle Elementary	78
GC Hawley Middle	46
J. F. Webb High	69
Joe Toler - Oak Hill Elem.	76
Northern Granville Middle	69
<u>Schools Receiving Fs</u>	
Granville Magnet M/H	41
Creedmoor Elementary	75
West Oxford Elementary	80

We believe there could be a relationship between the schools' free and reduced meal percentages and their State Report Card letter grade. Research shows that there may be a correlation between proficiency and economic levels, while there is not a correlation between student growth and economic levels. We can expect students to grow academically regardless of their economic level. Data indicates that students begin school so far behind that it takes a long time for those students to reach levels of proficiency.

In addition, it is important to note that at the elementary school level, free and reduced meal percentages for students in grades K-5 are included while the Report Card grade for elementary schools is based on End-of-Grade performance only for students in grades 3, 4, and 5.

In middle schools, both the free and reduced meal percentages and Report Card grades cover grades 6, 7, and 8.

For high schools, the various measures of data are taken from results of student performances in grades 9, 10, 11, and 12; but trends show that many high school students do not apply for free or reduced meal prices, so a direct correlation cannot be made.

4. Who is in charge of the school district's volunteer program and describe the level of volunteerism at the school's receiving a grade less than C for academic year 2013?

The Director of Innovative Services is in the process of revamping our Volunteer Program. In past years, schools have organized their volunteers. The volunteers would complete the paperwork to have a background check, and if approved they were allowed to volunteer in schools. The level and type of volunteerism varies at each of the schools. For example, reading with students, attending field trips, managing concession stands, fundraisers, and answering the phone are activities of participation by volunteers. Some schools have partnerships with churches, law enforcement, and members of the judicial community who perform volunteer services.

Presently, we have created an application with guidelines to organize a county volunteer program for all schools. A community task force is also gathering input and communicating the desire to assist with some of our students' learning needs and to improve the learning environment within our schools. Participation from our community leaders, businesses, and parents will be instrumental in developing and implementing strategies to mobilize and match volunteer abilities with the needs within our school system. Each school will have a volunteer coordinator who will work with the district coordinator to ensure that the volunteers are trained and assigned in the most efficient way at each school.

5. Do you know if achievement levels correlate with socioeconomic status? Do growth rates also correlate to socioeconomic status? Can students make significant progress in a single year and still be behind their grade level?

In reviewing several abstracts from scholarly journals, research studied shows that there is a correlation between a student's achievement level (proficiency) and socioeconomic status. SAS Analytics provides data about public schools across the state in a system called EVAAS, or the Educational Value Added Assessment System. According to their comprehensive statistical analyses, there is no correlation between students' growth and their socioeconomic status. Therefore, whether students are designated economically disadvantaged or not, they are equally likely to make good progress. A student can make significant progress in a single year and still be behind their grade level.

6. The alternative School did not receive a grade. How many CIL students are long term? What is the academic/diploma graduation rate of CIL in 2012 and 2013? This information should exclude students receiving Certificates of Completion.

There are presently 28 students enrolled in the Center of Innovative Learning (CIL) on a long term basis. Long term means they are enrolled for 11 days or more. These students range in grade levels 8-12.

Seniors who attend CIL and earn enough credits to graduate, do not graduate from CIL, but graduate from the school in the district where they live. On average, 2 students graduate per year. In the 2014-2015 school

year, 2 students earned enough credits to graduate at the end of first semester in January.

Most students do not remain in CIL from the time they enroll until the end of 12th grade. Most students who participate in CIL are fortunately able to return to their home school after one or two semesters at CIL.

7. With the approved 2015-2016 budget, how will the shortfall be addressed if no additional funding is given to the schools?

There is a definite contradiction between the improvements we would like to make in our schools and our funding trends. We continue to try to do more with less. It comes to a point where it is very difficult to do more or even as much with less. We have made significant cuts in recent years. Our total operating expenditures have decreased by \$1.4 million or over 2% in the last five years. (2010-2014) This is significant as you consider that operating costs have increased during that time. There has been a 17% increase in health insurance, a nearly 6% increase in the retirement rate, state mandated increases in salaries as well as general inflation. We have made cuts to be good stewards of our current county appropriation.

For several years we have discussed the fact that the use of fund balance is not a sustainable solution. However, we believed the use of fund balance was in the best interest of the county and its' taxpayers for the last several years. We know it is not fiscally sustainable to continue our 2015-2016 budget with the same level of fund balance use. This would put us in a significant deficit for 2016-2017.

We are looking at the continued feasibility of several existing programs to determine whether or not they can be sustained without additional funding. We anticipate these will be very difficult decisions and will have far reaching effects to our students, parents, staff and community.

8. What will or has been done to offset the increase in operating expenses incurred this school year?

The following cuts were made to the 2014-2015 budget:

- A 10% cut was made to all operating expenses. This cut is in addition to a 10% cut to these expenses from 2013-2014.
 - A 50% cut to the Virtual Enterprises program budget.
 - A 40% cut to the Granville Online (GO) program
 - There were also reductions in budgets based on prior year actual expenses.
- 9. Has a needs assessment been performed at all Granville County Schools in terms of structural/physical improvements? Have the needs been prioritized? If so, are there any commonalities and what is the date of your most recent priority list and financial forecast addressing those needs?**

Needs assessments are required and conducted every 5 years. Our last needs assessment was conducted during the 2010-2011 school year. Another needs assessment will be conducted in the 2015-2016 school year. Needs are then placed in our 5-year plan and given a budget priority based upon funding that is available for these improvements. We are currently preparing our priority list for the next five years.

10. Is there a Granville County School wish list that distinguishes what is required from what is desired?

The lists are ranked with highest priority of needs first. Plans are discussed based on the availability of a certain amount of funding. Many of the items that are not in the highest need category do not get funded and are moved to the next year's list. Sometimes these items go up in priority; such as the case this year with emergency boiler and chiller replacements, and at other times they keep the same priority.

11. Have community resources been identified that can assist with challenges at our schools?

Several individuals, faith-based, civic organizations and concerned citizens have reached out to the school district to offer support and discuss ways that the community might assist schools such as provide tutoring services, mentor programs, and volunteer work in the schools.

The Superintendent recently met with local business leaders to discuss needs, and possible ways the community stakeholders can support schools. The Board of Education is reaching out to community persons as well to discuss ways to engage adults in volunteering in schools. District administration and principals welcome opportunities to partner with parents and others to help improve education.

We also continue to partner with various agencies such as Teen Court, Families Living Violence Free, Cardinal Innovations Five County Community Operations, Granville County Department of Social Services, Youth Villages, NC Cooperative 4-H Youth Programs, Oxford Police Department, Creedmoor Police Department, Granville County Sheriff's Department, and others.

As we work on the school district's budget, discussions include what resources can be provided by schools and what assistance is needed from the community to provide them.

12. The external audit seemed to show the need to improve 3 areas: (1) Raises for Administration personnel, (2) Expenses, (3) Meeting procedures & recording. Were changes made to improve these items that were address and was anyone held accountable for the mistakes made?

The past year has been very difficult for our community and the school district. We have worked hard to implement the improvements to processes and operations as recommended in the external audit.

We have worked to make improvements in the transparency and consistency of salary issues in several ways. First, the administrative contracts for the current executive team were reviewed and voted on by the full Board of Education in Open Session. In addition, the Human Resources Department has worked to develop salary scales for various types of employees. These scales have been presented and voted on by the Board of Education.

We have made several changes to strengthen controls over expenses based on the results of the audit. Travel guidelines have been implemented which dictate the types of expenses allowable and unallowable. Credit card procedures have been implemented which reduces the use of the credit card and provides detailed procedures for the allowable use. These procedures also require an upper level management approval for all expenditures. The Board Chairman's approval is required for all Board member and Superintendent travel, as well as the Superintendent's credit card purchases.

We have improved meeting procedures and the recording of these meetings by ensuring administrative contracts are recorded in the Open Session minutes. In addition, the School Board Attorney is always present during both open and closed sessions of the Board of Education meetings. The Board Attorney is now responsible for taking minutes during Closed Session.

All of our processes, procedures and actions going forward will be influenced by the results of the external audit recommendations.

13. What are the plans for Granville Magnet School?

Granville Magnet School first opened in the 2012-13 school year to address student needs at both ends of the academic spectrum. The middle school program called "The Promise Program" is designed to address academic needs of students who have been retained one or two years and need

intensive work to help acquire skills which will bring them closer to performing on grade level.

The High School Program referred to as "The Collegiate Academy" began with the intent of serving students who needed more academic challenges than they were receiving in the regular high school setting. Since its beginning, the program's focus has changed based on the needs of the students who enrolled. The program provides a mix of addressing students' academic weaknesses such as math while also providing opportunities to enhance their unique strengths and interests.

The present location of Granville Magnet prohibits their ability to grow due to the fact that they have already reached and exceeded their lawful building capacity. The school is compensating this year by using two classrooms in the Mary Potter building. The Board of Education decided to keep the Magnet School open for another year, and use that time to study the feasibility of continuing the Magnet School with the intent of making a decision prior to the start of the 2016-17 school year.

14. Is the School Board willing to work out joint use agreements?

Senior Administration learned of this interest from County Commissioners at the retreat last month. The Superintendent and County Manager have discussed joint use agreements in recent weeks. In turn, communications concerning the possibilities of sharing new tennis courts at the GAP and sharing certain school facilities were communicated to our athletic directors and coaches through our Director for Innovative Services who is responsible for athletics throughout the district. We are interested in learning more and discussing this concept with the County Commissioners for future consideration.

15. Are all the teaching positions filled this year? If not, why and is there a plan of action?

We still have some vacancies in the district. We have had difficulty filling positions in three major areas - special education, elementary education, and secondary math education. There is a shortage of teachers across the US and in North Carolina, especially in these areas. This year, there are new testing requirements in these areas and this has been a big contributor to this shortage. We have travelled to job fairs in and out of state and have started using a new recruiting tool called Teacher-Teacher.com. We are also screening candidates in Central Services to free up principals from having to interview so many candidates. We also have partnered with NCCU to look for potential future teachers among our teacher assistants in a "grow your own" fashion. We are also looking to hire teachers with conditional contracts for anticipated vacancies for next school year. Fortunately, we have been able to use skilled retired teachers in most of these vacancies so that the students are receiving quality instruction.

16. What are the plans for retention of teachers in Granville County?

We have recently reinstated our Recruitment and Retention Team. This team will develop a survey for all teachers in the district to seek ways to better support them in the classroom. We hope to distribute the survey soon so that we can use the results before the end of the year. We also have two doctoral candidates who are focusing their research on teacher retention in Granville County Public Schools.

17. What plans are in place to address the anticipated teacher shortage in the state of North Carolina?

We are reaching out to Institutes of Higher Ed to see what they can do to help attract students to the teaching profession. In addition, we are participating in a study through ECU to help identify how to prepare students to be teachers. Gov. McCrory's most recent budget proposal includes salary increases for teachers, and we also feel a higher local supplement would attract teachers to our area. In addition, we are looking at other ways to support teachers that may entice them to choose GCPS. We

also have confidence that our Recruitment and Retention Team will be able to produce positive results as well.

18. How much funding has the public school system lost in the last two years to charter schools?

State funding for charter schools is based on the planning ADM allotment for the charter and comes "off the top" before the funding is received by the school district. A revision is then made by the state for any new or growing charter schools. The local funding for charter schools is billed by the month based on actual charter school enrollment for the month. For 2013-2014 GCPS state funding was reduced by \$2.7 million and local funding distributed during the year was \$898K for a total of \$3.6 million. For 2014-2015 GCPS state funding was reduced by \$3 million with local payments estimated to be \$1 million for a total of \$4 million.

19. What marketing efforts are in place to decrease the number of students who are leaving our schools system for charter schools? Why are parents making the decision to take their children out of our schools?

While we acknowledge that a number of parents have chosen to enroll their students in charter schools, we are encouraged by the fact that several parents in recent months have withdrawn their children from charter schools and enrolled them in Granville County Public Schools.

District administration and Mr. Stan Winborne, our Public Information Officer, have made and continue to make concerted efforts to publish articles in local newspapers and on the district and school web pages which highlight many of the positive things that are occurring in the schools daily. We are also developing informative brochures and other documents to distribute throughout the county.

In addition, the district's Superintendent recently met with Dr. Lee Isley, Chief Executive Officer of Granville Health Systems. Dr. Howard and Mr. Stan Winborne, our Public Information Officer later met with two GHS Marketing Specialists and are now jointly working on marketing efforts which are intended to promote and help both the Granville Health System and Granville County Public Schools. Mr. Winborne has also been tasked with the development of a comprehensive long-term marketing plan for the district.

20. Recently, Falls Lake Academy (FLA) said they are one of the best performing schools in Granville County. What percentage of the students attending FLA fall below the poverty line?

According to EVAAS, the percentage of students receiving free and reduced lunch (standard measure of poverty) at Falls Lake Academy is 14%.

21. The White House is promoting an initiative called "My Brother's Keeper." To what extent has Granville County Schools promoted or advocated for this or a similar program.

The school district is aware of the "My Brother's Keeper" program and is researching what it entails. We are at the same time working with some local groups who have and are planning to initiate similar mentoring programs in the county. While each civic or faith-based organization has its own vision on how they can serve children, we are talking about taking advantage of opportunities to collaborate rather than duplicate efforts. This may be one of those opportunities.

22. What is the school district's policy on social promotion? How long has social promotion been in place? When do you intend to stop social promotion?

N.C. General Statute 115C-288 gives principals the authority to promote and to classify (retain) students based upon the standards by the Board and the State Board of Education. Students meeting all state and local promotion

requirements shall be promoted to the next grade level unless determined otherwise by the school principal. Students in grade 3 who do not meet the end-of-grade testing standards in reading are subject to the provisions in House Bill 950/S.L. 2012-142 Section 7A.

23. Do you see the possibility of Granville County going to year-round schools?

Granville Magnet School operates on a year-round schedule. Conversations have begun at West Oxford Elementary about possibly moving to a year-round schedule during the 2016-17 school year. Administration made the decision to study the research on year-round schools for one year, discuss pros and cons of the year-round schedule, and make plans to transition if administration recommends and the Board of Education approves going to a year-round schedule. We believe if we start the transition to year-round on a small scale and it works well, it will prompt the desire to move in that direction in other schools.

24. There are reports of bullying in our schools and children being afraid of using the restrooms. What is being done to make our students feel safe at school?

The following are strategies/actions which are being implemented in our high schools that address bullying and safety. Steps are being taken in elementary and middle schools as well.

- Administrators have open-door policies so students can feel free to talk with them about known or suspected wrongdoing by other students.
- Staff members are present between class changes in halls, lobbies and restrooms.
- Student Resource Officers are visible around campus throughout the day.
- Students may contact Student Resource Offices through "Text-A-Tip" to make an officer aware of possible unlawful behavior by other students.
- Random searches for illegal drugs are conducted using drug dogs.
- Random searches for weapons are conducted using metal detectors.
- Unannounced, practice lock-downs are held in all of our schools during the school year.
- Counselors meet with students individually to discuss bullying and other issues.
- Counselors meet with two or more students in small groups to conduct mediation sessions related to bullying or other conflicts.
- Counselors meet with parents to discuss issues which their children are experiencing.
- After committing violations, some students spend time in In-School Suspension.
- When appropriate, after committing violations, some students are assigned to the Center for Innovative Learning, either on a short-term or long-term basis.
- Some student clubs address bullying and other topics by doing poster campaigns or other activities in an effort to deter bullying.

Chairman Cozart opened the discussion by referring to questions concerning school funding and asked the Board of Education what their concerns and challenges are for the 2015-2016 year. Board of Education members mentioned concerns with kindergarten through third grade, the need for teacher assistants, using fund balance to balance the budget the last few years, the need for a local increase, the need to increase teacher supplements, repair needs throughout the County for school buildings, teacher turnover and retention, meeting needs of socially economically disadvantaged students, and demands on teachers to meet the needs of students. It was noted that the community needs to become involved to help our children.

Discussion ensued about the revamping of the volunteer program in the schools and how to improve the process so people will volunteer and students will benefit. It was noted that the Adopt-a-School Program that partnered businesses and industries with schools for mentoring and tutoring students needs to be revisited. It was also mentioned that Revlon and Altec have recently helped with beautification at some of the schools and suggested that churches or other groups may also be interested in adopting schools. Hot dog suppers were also mentioned as successful in the past to bring families to schools for programs as families are vital to the success of our students.

The Board of Commissioners asked for clarification of questions 7, 8 and 9 regarding how funding and budget shortfalls are being addressed and how school needs are being prioritized. Dr. Howard explained that additional cuts are being considered in the Governor's budget and their budget is being prepared as if additional state cuts will be made. He said that cuts being considered are teacher assistants, driver's education, a portion of Central Services, Career and Technical Education Programs, Exceptional Children's Program and instructional support and none of the areas can afford cuts. Dr. Howard said that directors' meetings have been scheduled to determine vision and needs of their departments so they can make recommendations. Dr. Gillespie stated that transportation plans have been reworked for next year to save money and needs assessments are being prioritized for additional savings.

Commissioner Smoak asked how schools received their report card grades and how Granville County students compare to surrounding counties and across the state. Dr. Howard explained how the formulas are put together by the Department of Education and noted they are different depending on whether it is elementary, middle or high school. He said graduation rates, student proficiency rates for state testing, student yearly growth, college entrance exams and other things are also factored in the formula. He reported that the target set by the state accounts for 80% of the grade and the individual student growth accounts for 20% of the grade and noted that the grade relies heavily on testing scores. He reported that many students score lower than the state average, lower than Person County and higher than Vance County. He stressed that the goal is to bring Granville County students above the state average. Discussion continued about improving accountability and effectiveness of teachers, the tracking of student progress, what is already being done and ways to improve. It was noted that many students

made great gains, but are still not at grade level because they come in so far behind and that some students are included in the reporting even though they are unable to pass the tests.

Commissioner Ed Mims referred to question 22 and asked about social promotion. He read House Bill 950/S.L. 2012-142 Section 7A and asked if there is a file of requests for exemptions for students who failed the end-of-grade test in reading, how many students were retained and how many were promoted who failed the test, what School Improvement Plans are in place and what gains have been achieved in the last six months. Dr. Howard said that this information will be provided at a later date.

Chairman Cozart noted that this is not a quick fix and mentioned the possibility of a pilot program with 30-40 disadvantaged children. He said that teachers' plates are full, many children need extra help and that he supported finding resources to fund a different kind of solution. Transportation issues were mentioned as a problem recognized by the Juvenile Crime Prevention Program (JCPC).

Chairman Cozart recognized a gentleman in the audience that said that teachers should not be blamed for testing results for tests devised by the state for political reasons. He expressed concerns with the growth of charter and private schools and noted that they do not have the same requirements as public schools.

The Board of Commissioners and Board of Education continued to discuss teacher recruitment, teacher shortages and charter schools. Chairman Cozart mentioned revamping the prospective teacher scholarship program as a way to recruit teachers. Dr. Howard gave an update on charter schools and reported that 44 students returned to Granville County Public Schools from charter schools. He said that plans are being made to interview parents who have enrolled their children in charter schools to gain information to better serve students. Commissioner Karan noted that charter schools are non-traditional public schools and talked about why some chose to go to charter schools. He said we do not need to alienate those who choose to go to charter schools, but we need to look at charter schools and see what we can replicate to improve our schools. Chairman Cozart recognized a lady in the audience who said that she enrolled her child at the charter school because of the class size. Her child was in a class of 40 students at Hawley and was in a class of 20 at the charter school.

Chairman Cozart recognized Commissioner Karan for the discussion on joint use agreements. Commissioner Karan explained how a joint agreement would work and how costs

could be shared for maintenance, repairs and upkeep of the grounds at schools and how programs could be held at these buildings to benefit our communities. He noted that it bothers him that publically-funded buildings sit idle during the summer months and that they need to open them to benefit our citizens. Commissioner Mims asked if summer reading programs are held in the schools. Dr. Myrick reported that Summer Reading Camps are being funded by the state and a \$25,000 grant has been received for a Science, Technology, Engineering and Math (STEM) Maker Camp that will also be held this summer. Dr. Gillespie added that some schools' libraries are open two nights a week in the summer for parents and students to check out books. Board of Education member Leonard Peace stated that he was interested in working with the Board of Commissioners on joint use agreements.

Chairman Cozart thanked Judge Carolyn Yancey who was in attendance and closed his comments by saying that the work ahead is great.

At this point Chairman Donnie Boyd thanked the Boards for meeting jointly. The Board of Education recessed and continued their meeting in the auditorium.

BREAK

At this point, Chairman Cozart called for a short break.

BOARD PRESENTATIONS

Commissioner Mims stated that he would be attending the North Carolina Association of County Commissioners (NCACC) Public Education Steering Committee meeting on Wednesday, March 18th. He mentioned that he went to the Shepherd Youth Ranch in Franklinton which has a program that provides equine assisted therapy and learning for youth. He said that he spoke at the Center for Learning in southern Granville County recently and the group talked about how to assist youth and seniors. They provide scholarships and sponsor "Project Dictionary" that gives dictionaries to any third grader in Granville County that wants one. He noted that they have given out 6,000 dictionaries in the last few years.

Commissioner Karan reported that the Granville Ambulance Chase and Food Truck Rodeo will be Saturday, March 21st and that they need volunteers to help direct runners on the race route.

Chairman Cozart asked the Board to consider if they are interested in a slide presentation or a tour of Granville County Public Schools before the budget process.

Commissioner Smith announced that the Region K Senior Games will start Thursday, March 26th at 9:00 a.m. at the Hix Complex.

ANY OTHER MATTERS

Commissioner Mims mentioned an email from the NCACC regarding sales tax distribution.

County Manager Felts stated that he believes that Granville County is one of the counties that will benefit from the proposal of changing the sales tax distribution model.

Chairman Cozart also mentioned that interviews have been completed and classes have started for the Second Chance Program on Tuesday and Thursday nights. He said that the basketball team that Reverend Morton mentioned during public comments participated in the church basketball league at the Central Children's Home and thanked the Board for their support of the league. He also passed out a brochure regarding the Juvenile Crime Prevention Program (JCPC) that Art Beeler left for the Board.

BOARD ADJOURNED

Upon a motion by Commissioner Edgar Smoak, seconded by Commissioner David T. Smith, and unanimously carried, the Board adjourned.

Respectfully submitted,
Debra A. Weary, NCCCC, CMC
Clerk to the Board