

<b>Date</b>	<b>Kind of Meeting</b>	<b>Where Held</b>
July 16, 2012	Regular	Dothan City Board of Education, Teachers' Center, 500 Dusy Street
<b>Presiding Officer</b>	<b>Members Present</b>	<b>Members Absent</b>
Dr. Harry Wayne Parrish, Chairman	Dr. Harry Wayne Parrish, Chairman Mr. Franklin Jones, District 2 Mr. Jimmy Addison, District 4 Mr. Ben Armstrong, District 5 Mr. Chris Maddox, District 6	Mrs. Brenda Guilford, Vice-Chairman, District 1 Mr. Charles Woodall, District 3

Dr. Harry Wayne Parrish called the meeting to order at 5:00 p.m.  
Mr. Franklin Jones led in prayer.  
Dr. Harry Wayne Parrish led the Pledge of Allegiance.

**School System News**

None

**Delegations**

There were no delegations.

**Board Comments**

Mr. Jimmy Addison stated I think our Superintendent was just honored with an award from our Legislature. Congratulations for your work. Mr. Tim Wilder stated it was a double edged sword because they were honoring me for the work against charter schools and so now I have a target. I received a Legislature award for helping Superintendent Association to beat charter schools. There were not comments from other Board Members.

**Approval of Agenda and Proposed Agenda Modifications**

Mr. Charles Woodall made a motion seconded by Mr. Ben Armstrong to approve the Agenda and proposed Agenda modifications as presented and as recommended by the Superintendent. The motion carried. Voting was as follows: "YEA" – Jones, Addison, Armstrong, Maddox. "NAY" – None. "ABSTAIN" – None.

**Action Items – Adoption of Consent Agenda**

Mr. Jimmy Addison pulled Items B and H.

Mr. Franklin Jones made a motion seconded by Mr. Jimmy Addison to approve the Consent Agenda pulling Items B and H as presented and as recommended by the Superintendent. The motion carried. Voting was as follows: "YEA" – Jones, Addison, Armstrong, Maddox. "NAY" – None. "ABSTAIN" – None.

- Monthly Financial Reports and Accounts Payable/Payroll (See below)
- Policies and Procedures for Head Start/Preschool
- Budget Update (See below)
- Approval to Dispose of Obsolete Items
- Academic Guide Amendment
- Removal of Grass Mowing Contract

Mr. Jimmy Addison stated on our bid process for the system it just concerns me on both of these we did not have but one bidder. I do not know if it is because the information is not getting out or local businesses do not feel like they can get a fair shot. I certainly have no idea. I know that Mike is not here to be able to address that. I just have some concerns that we do not have but one person bidding on these jobs. Mr. Tim Wilder stated on page 14 I notice there are three companies that are listed but there is only one. I do not know. Mr. Jimmy Addison stated I think in the past we have sent bids to those particular companies but they just did not respond. I am just wondering why they do not respond because I would think the way the economy is this day and time people would be trying to bid on jobs anyway. Mr. Tim Wilder stated I will ask Mr. Manuel. Mr. Jimmy Addison stated we also had several companies with the flooring and we only got one bid.

Mr. Jimmy Addison made a motion seconded by Mr. Franklin Jones to approve Item B of the Consent Agenda as presented and as recommended by the Superintendent. The motion carried. Voting was as follows: "YEA" – Jones, Addison, Armstrong, Maddox. "NAY" – None. "ABSTAIN" – None.

Bid(s):

1. 60T Chiller – PASS Academy
2. District Wide Carpet and Tile
3. Printing of 2012-2013 Code of Conduct Manuals

Mr. Jimmy Addison made a motion seconded by Mr. Franklin Jones to approve Item H, Principal Contract(s), of the Consent Agenda as presented and as recommended by the Superintendent. The motion carried. Voting was as follows: "YEA" – Jones, Addison, Armstrong, Maddox. "NAY" – None. "ABSTAIN" – None.

Mr. Jimmy Addison stated the concern I have there is on page 203, Section 9 on the benefits. I think I expressed this earlier. The reimbursement and I know it says up to a certain amount for moving. I do not remember in the past having this situation where we had someone that was moving. I would like to hear from Mr. Segrest on this. My thought would be that if we have any reimbursement it would have to be based off of actual expenses that are incurred just as if we go to a conference or a teacher goes to a professional development or whatever. I just want to make sure this is not a set amount that is going to be given but rather we would reimburse up to that amount based off of actual expenses. Mr. Jere Segrest stated the way it is written Mr. Addison it would be just a lump sum payment. Mr. Jimmy Addison stated it says shall reimburse up to and it does not say it is an exact amount. That is my only concern that if we paid this one time and that is a contract principal and they for whatever reason decided not to stay after one year that would just be a bonus. Again I am just concerned if we do not say that it has to be reimbursed based off of the receipts. Do you know the law on that Mr. Segrest? Mr. Jere Segrest stated you are right it does say reimbursed up to \$6,000 moving expenses. He would have to verify the \$6,000 for moving expenses. Mr. Jimmy Addison stated he could be paid but it has to be based off of actual expenses for reimbursement. Mr. Jere Segrest stated the definition of reimbursement is actual otherwise you could not pay it.

Exhibit F-I-A

STATE OF ALABAMA  
DEPARTMENT OF EDUCATION  
LEA Financial System  
Combined Balance Sheet - All Fund Types and Account Groups  
For Fiscal Year 2012, Fiscal Period 09

Description	GOVERNMENTAL				PROPRIETARY Enterp/ Internal	FIDUCIARY Trust Agency	ACCOUNT GROUPS F/A L/T Dept
	General	Special Revenue	Debt Service	Capital Projects			
<b>130 - Dothan City Schools</b>							
<b>Assets and Other Debits:</b>							
<b>Assets:</b>							
Cash	\$11,811,025.16	\$3,241,295.44	\$0.00	\$2,703,549.48	\$0.00	\$865,930.36	\$0.00
Investments							
Receivables	\$33,254.30	\$708,758.76	\$0.00	\$187,044.18	\$0.00	(\$25.02)	\$0.00
Interfund Receivables	\$0.00	\$0.00	\$0.00	\$750.00	\$0.00	\$0.00	\$0.00
Inventories	\$139,009.75	\$178,314.45	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Assets	\$37,544.72	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Fixed Assets	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Construction In Progress	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$44,049,498.56
<b>Other Debits:</b>							
Amounts Available							
Amounts to be Provided	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$12,470,835.80
Other Debits							
<b>Total Assets and Other Debits:</b>	<b>\$12,020,833.93</b>	<b>\$4,129,368.65</b>	<b>\$0.00</b>	<b>\$2,891,343.66</b>	<b>\$0.00</b>	<b>\$865,905.34</b>	<b>\$56,520,332.36</b>
<b>Liabilities and Fund Equity:</b>							
<b>Liabilities:</b>							
Claims Payable	\$3,254.34	\$2,527.11	\$0.00	\$0.00	\$0.00	\$99,643.90	\$0.00
Interfund Payable	\$750.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Liabilities	\$896,204.07	\$901,006.46	\$0.00	\$0.00	\$0.00	\$7,124,885.91	\$0.00
Long-Term Liabilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Liabilities:</b>	<b>\$1,000,208.41</b>	<b>\$903,533.57</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$812,110.31</b>	<b>\$12,470,835.80</b>
<b>Fund Equity:</b>							
Investments in General Fixed Assets	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$29,808,451.67
Contributed Capital							
Reserve Fund Balance	\$139,339.00	\$178,314.45	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Unreserved Fund Balance	\$10,882,288.92	\$3,046,520.63	\$0.00	\$2,891,343.66	\$0.00	\$54,795.03	\$0.00
<b>Total Fund Equity:</b>	<b>\$11,020,625.52</b>	<b>\$3,222,835.08</b>	<b>\$0.00</b>	<b>\$2,891,343.66</b>	<b>\$0.00</b>	<b>\$54,795.03</b>	<b>\$28,606,451.67</b>
<b>Total Liabilities and Fund Equity:</b>	<b>\$12,020,833.93</b>	<b>\$4,126,368.65</b>	<b>\$0.00</b>	<b>\$2,891,343.66</b>	<b>\$0.00</b>	<b>\$865,905.34</b>	<b>\$41,077,287.67</b>

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Exhibit F-I-A

STATE OF ALABAMA  
DEPARTMENT OF EDUCATION  
LEA Financial System  
Combined Statement of Revenues, Expenditures, and Changes in Fund Balances  
All Governmental Fund Types and Expendable Trust Funds  
For Fiscal Year 2012, Fiscal Period 09

Description	GOVERNMENTAL			FIDUCIARY		Total
	General	Special Revenue	Debt Service	Capital Projects	Expendable Trust	
<b>130 - Dothan City Schools</b>						
<b>Revenues</b>						
State Sources	\$33,348,463.48	\$0.00	\$0.00	\$1,730,069.59	\$0.00	\$35,078,533.07
Federal Sources	\$91,133.73	\$8,793,038.72	\$0.00	\$0.00	\$0.00	\$8,794,172.45
Local Sources	\$16,082,489.08	\$2,058,829.70	\$0.00	\$0.00	\$39,083.53	\$18,180,402.29
Other Sources	\$97,867.38	\$221,999.74	\$0.00	\$0.00	\$0.00	\$319,867.12
<b>Total Revenues:</b>	<b>\$49,617,753.55</b>	<b>\$10,983,868.16</b>	<b>\$0.00</b>	<b>\$1,730,069.59</b>	<b>\$39,083.53</b>	<b>\$62,370,774.33</b>
<b>Expenditures</b>						
Instructional Services	\$28,012,308.44	\$3,976,513.05	\$0.00	\$0.00	\$3,417.98	\$31,992,240.05
Instructional Support Services	\$7,130,019.25	\$2,147,631.91	\$0.00	\$0.00	\$12,088.07	\$9,290,329.33
Operation & Maintenance Services	\$3,603,314.51	\$74,093.58	\$0.00	\$372,561.80	\$0.00	\$4,050,769.89
Auxiliary Services	\$2,350,510.86	\$4,125,517.77	\$0.00	\$0.00	\$0.00	\$6,476,028.63
General Administrative Services	\$1,630,260.19	\$91,192.00	\$0.00	\$0.00	\$0.00	\$1,721,472.19
Capital Outlay	\$0.00	\$0.00	\$0.00	\$4,071,869.88	\$0.00	\$4,071,869.88
Debt Service	\$0.00	\$0.00	\$0.00	\$657,311.02	\$0.00	\$657,311.02
Other Expenditures	\$931,375.09	\$2,123,471.67	\$0.00	\$0.00	\$13,423.07	\$3,068,270.83
<b>Total Expenditures:</b>	<b>\$43,657,860.34</b>	<b>\$12,939,219.86</b>	<b>\$0.00</b>	<b>\$5,101,742.50</b>	<b>\$29,529.10</b>	<b>\$61,328,291.82</b>
<b>Other Fund Sources (Uses)</b>						
Other Fund Sources:	\$256,074.77	\$1,223,818.86	\$0.00	\$0.00	\$0.00	\$1,479,893.63
Other Fund Uses:	\$1,195,008.61	\$216,080.39	\$0.00	\$0.00	\$0.00	\$1,411,089.00
<b>Total Other Fund Sources (Uses):</b>	<b>(\$938,933.84)</b>	<b>\$1,007,738.47</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$68,804.63</b>
<b>Excess Revenues and Other Sources Over (Under) Expenditures and Other Fund Uses:</b>	<b>\$5,021,019.47</b>	<b>(\$547,613.25)</b>	<b>\$0.00</b>	<b>(\$3,371,672.91)</b>	<b>\$9,554.43</b>	<b>\$1,111,287.74</b>
<b>Beginning Fund Balance - October 1:</b>	<b>\$5,999,866.05</b>	<b>\$3,770,448.33</b>	<b>\$0.00</b>	<b>\$6,263,016.57</b>	<b>\$44,240.60</b>	<b>\$16,077,311.55</b>
<b>Ending Fund Balance:</b>	<b>\$11,020,625.52</b>	<b>\$3,222,835.08</b>	<b>\$0.00</b>	<b>\$2,891,343.66</b>	<b>\$53,795.03</b>	<b>\$17,188,599.29</b>

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**STATE OF ALABAMA  
DEPARTMENT OF EDUCATION  
LEA Financial System  
Combined Statement of Revenues, Expenditures, and Changes in Fund Balances  
All Governmental Fund Types and Expendable Trust Funds  
Budget and Actual  
For Fiscal Year 2012, Fiscal Period 09**

130 - Dothan City Schools		GENERAL		VARIANCE	SPECIAL REVENUE		VARIANCE
Description	Budget	Actual	(Unfavorable)	Budget	Actual	(Unfavorable)	
<b>Revenues</b>							
State Sources	\$44,152,071.00	\$33,346,463.48	(\$10,805,607.52)	\$1,494.00	\$0.00	(\$1,494.00)	
Federal Sources	\$114,500.00	\$91,133.73	(\$23,366.27)	\$12,648,210.11	\$8,703,038.72	(\$3,945,171.39)	
Local Sources	\$17,643,981.00	\$16,082,489.06	(\$1,561,491.94)	\$2,310,509.93	\$2,058,829.70	(\$251,680.23)	
Other Sources	\$0.00	\$97,867.38	\$97,867.38	\$108,000.00	\$221,999.74	\$113,999.74	
<b>Total Revenues:</b>	<b>\$61,910,552.00</b>	<b>\$49,617,753.65</b>	<b>(\$12,292,798.35)</b>	<b>\$15,068,214.04</b>	<b>\$10,983,868.16</b>	<b>(\$4,084,345.88)</b>	
<b>Expenditures</b>							
Instructional Services	\$37,162,492.01	\$28,012,308.44	\$9,150,183.57	\$4,645,307.48	\$3,976,513.65	\$668,793.83	
Instructional Support Services	\$9,131,091.58	\$7,130,010.26	\$2,001,081.33	\$2,182,929.95	\$2,147,831.21	\$35,298.74	
Operation & Maintenance Services	\$6,008,399.32	\$3,603,314.51	\$2,405,084.81	\$48,895.90	\$74,893.58	(\$26,197.68)	
Auxiliary Services	\$2,765,796.47	\$2,359,510.86	\$415,285.61	\$5,508,251.79	\$4,125,517.77	\$1,382,734.02	
General Administrative Services	\$2,245,522.28	\$1,630,280.19	\$615,242.09	\$127,055.30	\$91,192.00	\$35,863.30	
Special Revenue Outlay	\$1,593.00	\$0.00	\$1,593.00	\$400.00	\$0.00	\$400.00	
General Service	\$13,300.00	\$0.00	\$13,300.00	\$0.00	\$0.00	\$0.00	
Other Expenditures	\$1,016,303.48	\$931,376.09	\$84,927.39	\$2,665,069.56	\$2,123,471.67	\$541,597.89	
<b>Total Expenditures:</b>	<b>\$58,344,498.14</b>	<b>\$43,657,800.34</b>	<b>\$14,686,697.80</b>	<b>\$15,177,709.99</b>	<b>\$12,539,219.88</b>	<b>\$2,638,490.10</b>	
<b>Other Financing Sources (Uses)</b>							
Other Financing Sources:	\$413,532.38	\$256,074.77	(\$157,457.61)	\$1,357,808.45	\$1,223,818.88	(\$133,989.57)	
Other Financing Uses:	\$1,307,388.99	\$1,195,008.61	\$112,380.38	\$213,671.46	\$218,080.39	(\$4,408.93)	
<b>Total Other Financing Sources (Uses):</b>	<b>(\$893,856.61)</b>	<b>(\$638,933.84)</b>	<b>(\$254,922.77)</b>	<b>\$1,144,136.99</b>	<b>\$1,005,738.49</b>	<b>(\$138,198.50)</b>	
<b>Excess Revenues and Other Sources Over (Under) Expenditures and Other Uses:</b>	<b>\$2,672,197.25</b>	<b>\$5,021,019.47</b>	<b>\$2,348,822.22</b>	<b>\$1,034,439.05</b>	<b>(\$647,613.25)</b>	<b>(\$1,582,052.30)</b>	
<b>Beginning Fund Balance - Oct. 1:</b>	<b>\$5,100,470.78</b>	<b>\$5,999,606.05</b>	<b>\$899,135.29</b>	<b>\$1,281,731.79</b>	<b>\$3,770,448.33</b>	<b>\$2,478,716.54</b>	
<b>Ending Fund Balance:</b>	<b>\$7,772,668.01</b>	<b>\$11,020,625.52</b>	<b>\$3,247,957.51</b>	<b>\$2,326,170.84</b>	<b>\$3,222,835.08</b>	<b>\$896,664.24</b>	

No reconciliation information is available for this report.

**STATE OF ALABAMA  
DEPARTMENT OF EDUCATION  
LEA Financial System  
Combined Statement of Revenues, Expenditures, and Changes in Fund Balances  
All Governmental Fund Types and Expendable Trust Funds  
Budget and Actual  
For Fiscal Year 2012, Fiscal Period 09**

130 - Dothan City Schools		DEBT SERVICE		VARIANCE	CAPITAL PROJECTS		VARIANCE
Description	Budget	Actual	(Unfavorable)	Budget	Actual	(Unfavorable)	
<b>Revenues</b>							
State Sources	\$0.00	\$0.00	\$0.00	\$2,482,568.00	\$1,730,099.69	(\$752,468.41)	
Federal Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Local Sources	\$0.00	\$0.00	\$0.00	\$743,409.00	\$0.00	(\$743,409.00)	
Other Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
<b>Total Revenues:</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$3,225,977.00</b>	<b>\$1,730,099.69</b>	<b>(\$1,495,877.41)</b>	
<b>Expenditures</b>							
Instructional Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Instructional Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Operation & Maintenance Services	\$0.00	\$0.00	\$0.00	\$1,215,000.00	\$372,561.80	\$842,438.20	
Auxiliary Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Debt Administrative Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Capital Outlay	\$0.00	\$0.00	\$0.00	\$3,000,000.00	\$4,071,899.68	(\$1,071,899.68)	
Debt Service	\$0.00	\$0.00	\$0.00	\$1,596,697.67	\$657,311.02	\$939,386.65	
Other Expenditures	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
<b>Total Expenditures:</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$5,611,697.67</b>	<b>\$5,101,742.50</b>	<b>\$509,955.17</b>	
<b>Other Financing Sources (Uses)</b>							
Other Financing Sources:	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Other Financing Uses:	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
<b>Total Other Financing Sources (Uses):</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	
<b>Excess Revenues and Other Sources Over (Under) Expenditures and Other Uses:</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>(\$2,385,720.67)</b>	<b>(\$3,371,672.91)</b>	<b>(\$885,952.24)</b>	
<b>Beginning Fund Balance - Oct. 1:</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$9,867,716.34</b>	<b>\$6,263,016.57</b>	<b>\$3,604,699.77</b>	
<b>Ending Fund Balance:</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$3,081,995.67</b>	<b>\$2,891,343.66</b>	<b>(\$190,652.01)</b>	

No reconciliation information is available for this report.

**STATE OF ALABAMA  
DEPARTMENT OF EDUCATION  
LEA Financial System  
Combined Statement of Revenues, Expenditures, and Changes in Fund Balances  
All Governmental Fund Types and Expendable Trust Funds  
Budget and Actual  
For Fiscal Year 2012, Fiscal Period 09**

130 - Dothan City Schools		EXPENDABLE TRUST		VARIANCE	TOTAL GOVERNMENT AND FUND TYPES AND EXPENDABLE TRUST FUNDS		VARIANCE
Description	Budget	Actual	(Unfavorable)	Budget	Actual	(Unfavorable)	
<b>Revenues</b>							
State Sources	\$0.00	\$0.00	\$0.00	\$6,636,133.00	\$35,076,533.07	(\$11,559,599.93)	
Federal Sources	\$0.00	\$0.00	\$0.00	\$12,762,710.11	\$8,794,172.45	(\$3,968,537.66)	
Local Sources	\$5,200.00	\$39,083.63	\$33,883.63	\$20,703,099.93	\$18,180,402.29	(\$2,522,697.64)	
Other Sources	\$0.00	\$0.00	\$0.00	\$108,000.00	\$319,867.12	\$211,867.12	
<b>Total Revenues:</b>	<b>\$5,200.00</b>	<b>\$39,083.63</b>	<b>\$33,883.63</b>	<b>\$60,209,943.04</b>	<b>\$62,370,774.93</b>	<b>(\$17,839,158.11)</b>	
<b>Expenditures</b>							
Instructional Services	\$3,567.00	\$3,417.96	\$149.04	\$4,811,368.49	\$31,882,240.05	\$9,819,128.44	
Instructional Support Services	\$4,200.00	\$12,688.07	(\$8,488.07)	\$11,318,221.53	\$9,290,329.53	\$2,027,892.00	
Operation & Maintenance Services	\$0.00	\$0.00	\$0.00	\$7,272,095.22	\$4,050,789.89	\$3,221,305.33	
Auxiliary Services	\$0.00	\$0.00	\$0.00	\$6,274,048.26	\$6,478,028.63	\$1,798,019.63	
Expendable Administrative Services	\$0.00	\$0.00	\$0.00	\$2,372,577.68	\$1,721,472.19	\$651,105.39	
Total Outlay	\$0.00	\$0.00	\$0.00	\$3,001,993.00	\$4,071,899.68	(\$1,069,876.88)	
Expendable Service	\$0.00	\$0.00	\$0.00	\$1,609,997.67	\$657,311.02	\$952,686.65	
Other Expenditures	\$0.00	\$13,423.07	(\$13,423.07)	\$3,681,373.04	\$3,068,270.83	\$613,102.21	
<b>Total Expenditures:</b>	<b>\$7,767.00</b>	<b>\$29,529.10</b>	<b>(\$21,762.10)</b>	<b>\$79,341,672.79</b>	<b>\$61,328,291.82</b>	<b>\$18,013,380.97</b>	
<b>Other Financing Sources (Uses)</b>							
Other Financing Sources:	\$0.00	\$0.00	\$0.00	\$1,771,138.83	\$1,479,893.63	(\$291,245.20)	
Other Financing Uses:	\$0.00	\$0.00	\$0.00	\$1,521,060.45	\$1,411,089.00	\$109,971.45	
<b>Total Other Financing Sources (Uses):</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$250,078.38</b>	<b>\$68,804.63</b>	<b>(\$181,273.75)</b>	
<b>Excess Revenues and Other Sources Over (Under) Expenditures and Other Uses:</b>	<b>(\$2,567.00)</b>	<b>\$9,554.43</b>	<b>\$12,121.43</b>	<b>\$1,148,348.63</b>	<b>\$1,111,287.74</b>	<b>(\$37,060.89)</b>	
<b>Beginning Fund Balance - Oct. 1:</b>	<b>\$12,318.00</b>	<b>\$44,240.60</b>	<b>\$31,922.60</b>	<b>\$12,072,236.89</b>	<b>\$16,077,311.55</b>	<b>\$4,005,074.66</b>	
<b>Ending Fund Balance:</b>	<b>\$9,751.00</b>	<b>\$63,795.03</b>	<b>\$44,044.03</b>	<b>\$13,190,585.52</b>	<b>\$17,188,599.29</b>	<b>\$3,998,013.77</b>	

No reconciliation information is available for this report.



DOTHAN CITY SCHOOLS  
General Fund - Local Revenue for:  
Percentage of Budget Year Elapsed:

Jun-12  
75.00%

Unaudited - For Internal Use Only

Local Revenue Sources	Revenue Source	Budget FY2011	Budget FY2012	% Inc. (Dec)	MONTHLY		Increase (Decrease)	% Inc (Dec)
					Last Year	This Year		
COUNTY REG AD VALOREM 4.5 MILLS	8010	\$ 3,100,000.00	\$ 3,500,000.00	12.90%	\$ 48,140.35	\$ 47,233.90	\$ (906.45)	-1.88%
OTHER COUNTY AD VALOREM TAXES	6090	\$ 375,000.00	\$ -	0.00%	\$ -	\$ -	\$ -	ND/VD!
BUSINESS PRIVILEGE TAX	6095	\$ -	\$ -	0.00%	\$ -	\$ -	\$ -	0.00%
COUNTY SALES TAX 1%	6110	\$ 6,300,000.00	\$ 6,300,000.00	0.00%	\$ 522,369.14	\$ 553,892.82	\$ 31,523.68	6.00%
DISTRICT REG AD VALOREM 3.5 MILLS	6210	\$ 2,650,000.00	\$ 2,700,000.00	1.89%	\$ 37,402.30	\$ 38,948.31	\$ 1,546.01	4.13%
SPECIAL DISTRICT 2.0 MILL TAX	6230	\$ 1,700,000.00	\$ 1,700,000.00	0.00%	\$ 22,230.14	\$ 23,184.03	\$ 953.89	4.29%
HELPING SCHOOLS-TAGS	6370	\$ 6,000.00	\$ 6,000.00	0.00%	\$ 1,057.87	\$ 953.06	\$ (104.81)	-9.81%
MFG. HOMES - REG. FEES	6380	\$ 10,000.00	\$ 10,000.00	0.00%	\$ 99.00	\$ 118.00	\$ 19.00	19.19%
CITY COUNCIL APPROPRIATIONS	6520	\$ 3,738,286.00	\$ 3,738,286.00	0.00%	\$ 311,523.83	\$ 311,523.83	\$ -	0.00%
<b>Total Local Revenue - Month to Date Comparison</b>		<b>\$ 17,879,286.00</b>	<b>\$ 17,954,286.00</b>	<b>0.42%</b>	<b>\$ 942,619.23</b>	<b>\$ 975,669.95</b>	<b>\$ 32,850.72</b>	<b>3.48%</b>

Local Revenue Sources	Revenue Source	Budget FY2011	Budget FY2012	% Inc. (Dec)	YEAR TO DATE		Increase (Decrease)	% Inc (Dec)
					Last Year	This Year		
COUNTY REG AD VALOREM 4.5 MILLS	8010	\$ 3,100,000.00	\$ 3,500,000.00	12.90%	\$ 3,529,581.91	\$ 3,472,934.58	\$ (56,647.33)	-1.60%
OTHER COUNTY AD VALOREM TAXES	6090	\$ 375,000.00	\$ -	0.00%	\$ -	\$ -	\$ -	ND/VD!
BUSINESS PRIVILEGE TAX	6095	\$ -	\$ -	0.00%	\$ -	\$ -	\$ -	0.00%
COUNTY SALES TAX 1%	6110	\$ 6,300,000.00	\$ 6,300,000.00	0.00%	\$ 4,949,070.37	\$ 5,068,522.23	\$ 119,451.86	2.41%
DISTRICT REG AD VALOREM 3.5 MILLS	6210	\$ 2,650,000.00	\$ 2,700,000.00	1.89%	\$ 2,688,267.52	\$ 2,627,243.22	\$ (61,024.30)	-2.27%
SPECIAL DISTRICT 2.0 MILL TAX	6230	\$ 1,700,000.00	\$ 1,700,000.00	0.00%	\$ 1,656,383.85	\$ 1,562,203.86	\$ (94,179.99)	-5.69%
HELPING SCHOOLS-TAGS	6370	\$ 6,000.00	\$ 6,000.00	0.00%	\$ 11,406.17	\$ 4,742.42	\$ (6,663.75)	-58.43%
MFG. HOMES - REG. FEES	6380	\$ 10,000.00	\$ 10,000.00	0.00%	\$ 2,469.50	\$ 7,846.00	\$ 5,376.50	205.35%
CITY COUNCIL APPROPRIATIONS	6520	\$ 3,738,286.00	\$ 3,738,286.00	0.00%	\$ 2,803,714.51	\$ 2,803,714.51	\$ -	0.00%
<b>Total Local Revenue - Year to Date Comparison</b>		<b>\$ 17,879,286.00</b>	<b>\$ 17,954,286.00</b>	<b>0.42%</b>	<b>\$ 16,640,936.83</b>	<b>\$ 16,647,208.82</b>	<b>\$ (62,727.91)</b>	<b>-0.38%</b>

April 11, 2012

REPORT TO DOTHAN CITY SCHOOLS BOARD OF EDUCATION  
ACCOUNTS PAYABLE AND PAYROLL  
07/09/12

DATE	BATCH	DESCRIPTION	C-CHECK NUMBERS	TOTAL
06/07/12	61375	AP	196417-196429	\$17,886.95
06/04/12	61410	AP	196430-196452	\$14,688.27
06/04/12	61418	AP	196453-196453	\$604,881.15
06/15/12	61442	AP	196454-196454	\$105,252.28
06/06/12	61480	AP	196455-196510	\$110,724.95
06/06/12	61483	AP	196511-196609	\$881,528.41
06/07/12	61508	AP	196610-196611	\$926,178.50
06/11/12	61523	AP	196612-196637	\$151,387.32
06/12/12	61538	AP	196638-196638	\$714.00
06/13/12	61649	AP	196639-196650	\$13,987.45
06/13/12	61659	AP	196651-196652	\$223.05
06/14/12	61676	AP	196653-196653	\$369.17
06/19/12	61612	AP	196654-196686	\$100,546.39
06/20/12	61637	AP	196687-196687	\$7.50
06/21/12	61651	AP	196688-196767	\$225,579.75
06/21/12	61653	AP	196768-196768	\$112.00
06/27/12	61688	AP	196769-196814	\$54,954.05
06/27/12	61690	AP	196815-196849	\$282,319.98
06/21/12	61659	AP VOID		(\$98.00)
		AP VOID		
06/04/12	61435	PAYROLL	298051-298059	\$4,479.56
06/28/12	61677	PAYROLL	298060-298082	\$2,414,634.73
06/28/12	61681	PAYROLL	298083-298087	\$159,621.71
06/28/12	61697	PAYROLL	298088-298092	\$884.89
06/28/12	61718	PAYROLL	298093-298094	\$69.17
6/30/12	61747	VOID		(\$58.61)
06/04/12	61423	ATF		\$128,263.64
06/05/12	61460	ATF		\$972.85
06/28/12	61721	ATF		\$812,856.02
04/30/12	61370	ATF		\$541.28
				\$7,143,452.91

The computer groups all checks and information entered into the computer by a "batch number." These "batch numbers" can quickly identify any or all amounts listed above.

I hereby certify that all bank statements as of June 30, 2012 have been reconciled.

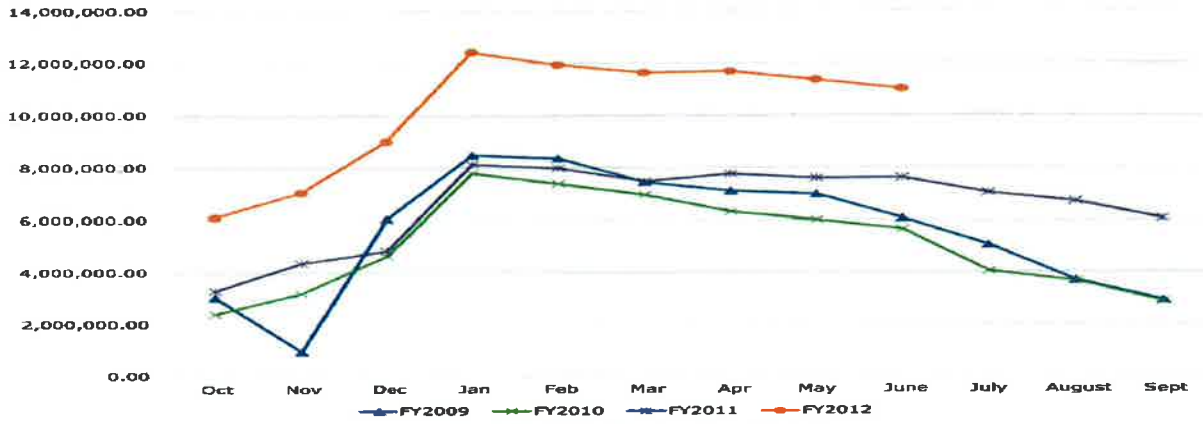
*Amber M. ...*

Name \_\_\_\_\_  
Date July 9, 2012

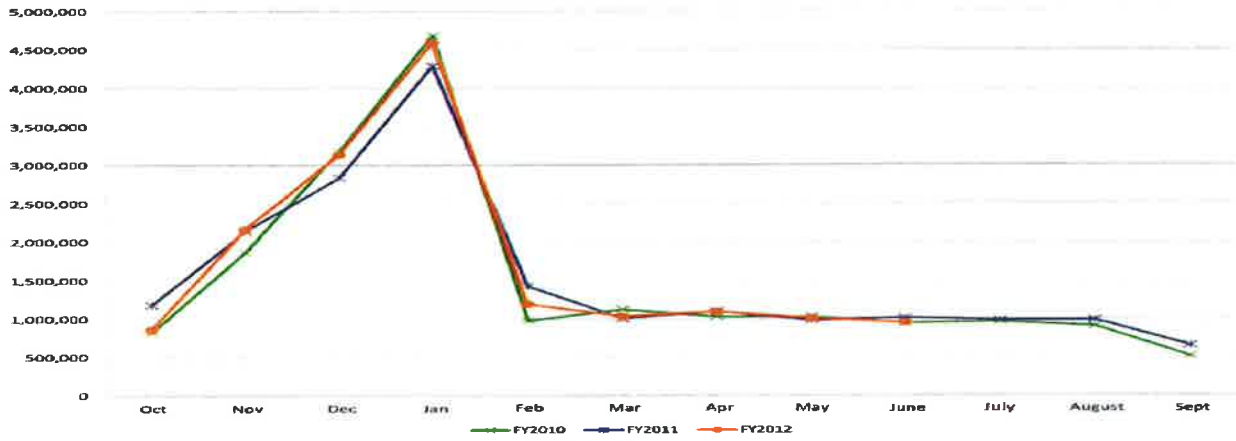
# Dothan City Schools

Financial Report Presentation  
Board Meeting  
July 16, 2012

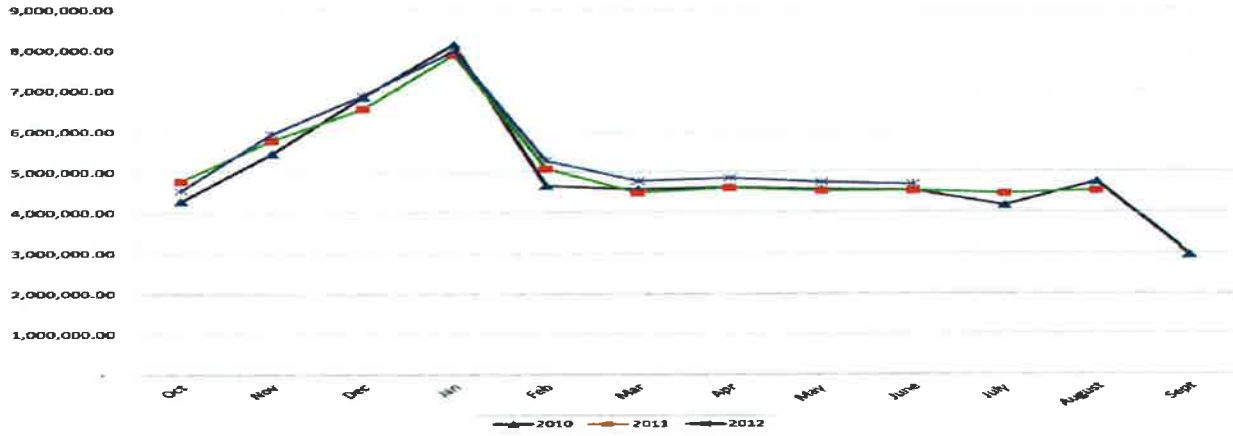
### General Fund Balance



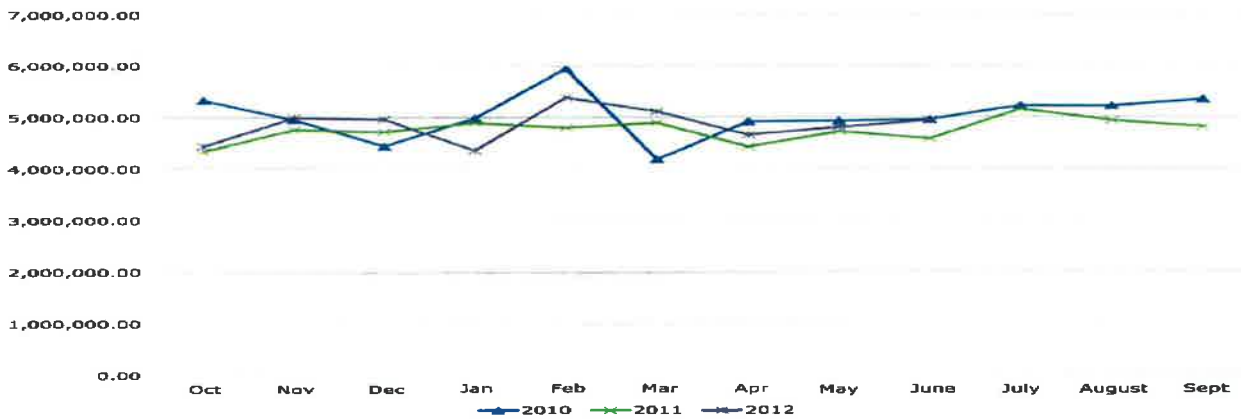
### LOCAL REVENUE COMPARISON



### GENERAL FUND REVENUES



### General Fund Expenditures



Beginning Fund Balance, 10/01/2011	\$ 5,999,606.05
Operating Revenues	\$ 49,617,753.65
Operating Expenditures	\$ (43,657,800.34)
Operating Excess(Deficit)	\$ 5,959,953.31
Other Fund Sources	\$ 256,074.77
Other Fund Uses	\$ (1,195,008.61)
Net Uses	\$ (938,933.84)
Net Results YTD	\$ 5,021,019.47
Ending Fund Balance 06/30/2012	\$ 11,020,625.52
Months Operating Balance	2.27
Compared to Amount at 09/30/2011	1.26
Compared to Amount at 06/30/2011	1.61

### Personnel Services

Mr. Tim Wilder presented the Personnel Agenda.

Mr. Ben Armstrong made a motion seconded by Mr. Jimmy Addison to approve the Personnel Agenda and Addendum as presented and as recommended by the Superintendent. The motion carried. Voting was as follows: "YEA" – Jones, Addison, Armstrong, Maddox. "NAY" – None. "ABSTAIN" – None. (See Personnel below)

#### DOTHAN CITY BOARD OF EDUCATION, Personnel Action Sheet

TO: Board Members  
 FROM: Tim Wilder  
 DATE: July 16, 2012

I recommend approval of the following personnel items:

#### A. RESIGNATION(S):

1. Barbara Bonner, Family and Consumer Science Teacher at Dothan Technology Center, effective July 2, 2012
2. Carol Barry, Fifth Grade Teacher at Landmark Elementary School, effective June 30, 2012
3. Shasta Hale, Reading Coach at Grandview Elementary School, effective July 10, 2012
4. Becky English, Clerical Aide at Girard Middle School and Honeysuckle Middle School, effective June 27, 2012
5. Thomas Farkas, Custodian (8-Hour, 9-month) at Northview High School, effective June 27, 2012
6. Marketa Morgan, Bus Driver at the Transportation Department, effective July 10, 2012
7. Donna C. Turner, English Language Arts Teacher at Beverlye Magnet School, effective July 11, 2012

#### B. TRANSFER(S):

1. Chris Bryan, transferring from Science and/or Math Teacher at Honeysuckle Middle School to Itinerant Alternative Education Secondary Teacher at P.A.S.S. Academy, effective August 6, 2012 (Transfer Earned Unit)
2. Cathy Gaines, transferring from Interpreter at Honeysuckle Middle School to Interpreter at Dothan High School, effective the 2012-2013 school year
3. Kathy Bull, transferring from Fifth Grade Teacher at Kelly Springs Elementary School to Sixth Grade Teacher at Carver Magnet School, effective August 6, 2012 (Transfer Earned Unit)
4. Terry Parker, transferring from Fourth Grade Teacher at Heard Magnet School to Itinerant Alternative Education Teacher at P.A.S.S. Academy, effective August, 6, 2012 (Transfer Earned Unit)
5. Elton Russ, transferring from Assistant Principal (10-month) at Girard Middle School to Assistant Principal (10-month) at Dothan High School, effective July 17, 2012
6. Christina Johnson, transferring from 9<sup>th</sup> Grade Transition Coordinator (10-month) at Dothan High School to Assistant Principal (10-month) at Girard Middle School, effective July 17, 2012

#### C. ADDITIONAL OR TEMPORARY EMPLOYMENT(S):

1. Angelo Copeland, additional temporary employment as a substitute custodian at Northview High School, to be paid out of Local funds, effective the summer of 2012
2. Leueen Bostick, additional temporary employment as a teacher for Extended Day program at Montana Magnet School, to be paid out of school funds, effective the 2012-2013 school year
3. Tracy Grant, additional temporary employment as a teacher for Extended Day program at Montana Magnet School, to be paid out of school funds, effective the 2012-2013 school year
4. Tara Simmons, additional temporary employment as a teacher for Extended Day program at Montana Magnet School, to be paid out of school funds, effective the 2012-2013 school year
5. Tina Richards, additional temporary employment as a teacher for Extended Day program at Montana Magnet School, to be paid out of school funds, effective the 2012-2013 school year
6. Rita Rollins, additional temporary employment as a teacher for Extended Day program at Montana Magnet School, to be paid out of school funds, effective the 2012-2013 school year
7. Pam Sowell, additional temporary employment as a teacher for Extended Day program at Montana Magnet School, to be paid out of school funds, effective the 2012-2013 school year
8. Billy Hinson, additional temporary employment as a teacher for Extended Day program at Montana Magnet School, to be paid out of school funds, effective the 2012-2013 school year
9. Jennifer Perdue, additional temporary employment as a teacher for Extended Day program at Montana Magnet School, to be paid out of school funds, effective the 2012-2013 school year

D. **CONDITIONAL APPOINTMENT(S):**

Name C-Certified/S- Support	Degree/College	Related Experience		Assignment	Effective Date
		School	Other		
1. Christina Horton – C	B.S., Troy University, at Troy, Alabama	0	0	Sixth Grade Teacher at Carver Magnet School – Pending Certification and HQ Status Report (Replacing Joanna Woodham)	August 6, 2012
2. Joseph Miller – C	Doctorate, Florida State University at Tallahassee, Florida	0 Pending verification of <u>8</u> years school experience	0	Mathematics Teacher at Carver Magnet School – Pending Background Clearance, Certification and HQ Status Report (Replacing Ginger Scarborough)	August 6, 2012
3. McKenzi Price – C	B.S., Troy University at Dothan, Alabama	0	0	Mathematics Teacher at Carver Magnet School – Pending Certification and HQ Status Report (Transfer Earned Unit)	August 6, 2012

E. **APPOINTMENT(S):**

Name C-Certified/S- Support	Degree/College	Related Experience		Assignment	Effective Date
		School	Other		
1. Natalie Lowe – S	Associates, Reid State Technical College at Evergreen, Alabama	0	0	Special Education Aide at Honeysuckle Middle School (Replacing Monica Warren)	August 6, 2012
2. Winsome Keener – S	Passed Work Keys Test	0	0	Special Education Aide at Honeysuckle Middle School (Replacing Lori Barefield)	August 6, 2012
3. Christopher Hall – C	M.S., Auburn University at Auburn, Alabama	0	0	Band Director at Carver Magnet School (Replacing Larry Batchelor)	August 6, 2012
4. Letecia Hines – C	B.S., Jacksonville State University at Jacksonville, Alabama	0	0	Third Grade Teacher at Kelly Springs Elementary School (Replacing Dion Davis)	August 6, 2012
5. Steve Hudson – C	B.S., Troy University, at Troy, Alabama	0 Pending verification of <u>3</u> years school experience	0	Career Exploration Lab Teacher at Carver Magnet School (Replacing Paula Dean)	August 6, 2012
6. Lydia Jackson – C	B.S., Troy University, at Dothan, Alabama	0	0	Third Grade Teacher at Grandview Elementary School (Replacing Loren McKnight)	August 6, 2012
7. U'Rosia Spears – C	B.S., University of Alabama at Birmingham, Alabama	1	0	First Grade Teacher at Grandview Elementary School (Replacing U'Rosia Spears)	August 6, 2012
8. Kevin LeSueur – C	M.S., Alabama State University, at Montgomery, Alabama	0 Pending verification of <u>18</u> years school experience	0	Social Studies Teacher at Northview High School (Replacing Scott Meadows)	August 6, 2012
9. Sara Granzow – C	B.S., University of Wisconsin at Madison Wisconsin	3	0	Art Teacher at Northview High School (Replacing Sara Granzow)	August 6, 2012
10. Brandi Jacobs – C	B.S., Auburn University at Montgomery, Alabama	0 Pending verification of <u>3</u> years school experience	0	Fourth Grade Teacher at Faine Elementary School (Replacing Jeri McClenny)	August 6, 2012
11. Britton Campbell – C	M.S., University of Alabama at Birmingham, Alabama	1	0	Fourth Grade Teacher at Highlands Elementary School (Replacing Britton Campbell)	August 6, 2012
12. Sonya Strassburg – C	M.S., Jacksonville State University at Jackson, Mississippi	0 Pending verification of <u>9</u> years school experience	0	Fourth Grade Teacher at Highlands Elementary School (Transfer Earned Unit)	August 6, 2012
13. April Thomas – S	Wallace College at Dothan, Alabama	0	0	Student Extended Day Worker at Montana Magnet School (Replacing April Thomas)	August 20, 2012

NOTE: Principals are in the process of interviewing for some key vacancies, therefore, we may have an addendum.

**ADDENDUM, DOTHAN CITY BOARD OF EDUCATION, Personnel Action Sheet**

TO: Board Members  
 FROM: Tim Wilder  
 DATE: July 16, 2012

I recommend approval of the following personnel items:

A. **RESIGNATION(S):**

8. Juliane Benefield, Fifth Grade Teacher at Kelly Springs, effective July 12, 2012



## B. TRANSFER(S):

7. Sonya King, transferring from Lunchroom Worker at Grandview Elementary School to CNP Manager at Hidden Lake Elementary School, effective August 6, 2012 (Replacing Jo Ann Harden)
8. Carrie Langbein, transferring from Special Education Teacher at Girard Middle School to Special Education Teacher Hidden Lake, effective August 6, 2012 (Transfer Earned Unit)
9. Jewel Glanton-Salter, transferring from Fourth Grade Teacher at Faine Elementary School to Itinerant Alternative Elementary Teacher at P.A.S.S. Academy, effective August 6, 2012 (Transfer Earned Unit)
10. Dionne Blair, transferring from Program Specialist (10-month) at Cloverdale Elementary School and Hidden Lake Elementary School to Probationary Contract Principal at Selma Street Elementary School, effective July 17, 2012 – June 30, 2014
11. Nicole Thomas, transferring from Social Studies Teacher at Carver Magnet School to Instructional Coach (10-month) at Girard Middle School (Replacing Jeffrey Hatfield)

## D. CONDITIONAL APPOINTMENT(S):

Name C-Certified/S- Support	Degree/College	Related Experience		Assignment	Effective Date
		School	Other		
4. Melea Newman - C	B.S., Auburn University at Auburn, Alabama	0	0	Speech Language Pathologist at Morris Slingluff Elementary School - Pending Certification (Replacing Melea Newman)	August 6, 2012
5. Tiffany White - C	B.S., Troy University at Troy, Alabama	0	0	Special Education Teacher at Morris Slingluff Elementary School - Pending Certification and HQ (Replacing Susanna Bob-Manual)	August 6, 2012
6. Bobbi McHale - C	M.S., Georgia College & State University at Milledgeville, Georgia	0	0	Itinerant Alternative Education Secondary Teacher at P.A.S.S. Academy - Pending Certification and HQ (Transfer Earned Unit)	August 6, 2012
		Pending verification of <u>6</u> years school experience			

## D. CONDITIONAL APPOINTMENT(S):

Name C-Certified/S- Support	Degree/College	Related Experience		Assignment	Effective Date
		School	Other		
7. Deborah Hunter - C	B.S., Troy University at Dothan, Alabama	0	0	Itinerant Alternative Education Secondary Teacher at P.A.S.S. Academy - Pending Certification and HQ (Transfer Earned Unit)	August 6, 2012
		Pending verification of <u>1</u> year school experience			
8. Clarence Bellamy - C	M.S., Troy University at Dothan, Alabama	0	0	Assistant Principal at Dothan High School - Pending Certification (Replacing Edward Fleming)	July 23, 2012
		Pending verification of <u>35</u> years school experience			

## E. APPOINTMENT(S):

Name C-Certified/S- Support	Degree/College	Related Experience		Assignment	Effective Date
		School	Other		
14. Granison Wagstaff -S		3	0	P.E. Teaching Assistant at Grandview Elementary School and Faine Elementary School (Replacing James Thompson)	August 6, 2012
15. Melissa Bowman - C	B.S., Troy University at Troy, Alabama	0	0	Itinerant Alternative Education Teacher at P.A.S.S. Academy (Transfer Earned Unit)	August 6, 2012
		Pending verification of <u>15</u> years school experience			
16. Kimberley Lee - C	B.S., Troy University at Dothan, Alabama	0	0	Itinerant Alternative Education Secondary Teacher at P.A.S.S. Academy (Transfer Earned Unit)	August 6, 2012
		Pending verification of <u>10</u> years school experience			
17. Michelle Lesueur - C	M.S., Alabama State University at Montgomery, Alabama	0	0	Itinerant Alternative Education Counselor at P.A.S.S. Academy (Transfer Earned Unit)	August 6, 2012
		Pending verification of <u>15</u> years school experience			
18. Amanda Attaway - C	B.S., Troy University at Dothan, Alabama	0	0	Itinerant Alternative Education Elementary Teacher at P.A.S.S. Academy (Transfer Earned Unit)	August 6, 2012
19. Lacey Pettis - C	M.S., Troy University at Dothan, Alabama	0	0	English/Language Arts Teacher at Dothan High School (Replacing Faith Maddox)	August 6, 2012
		Pending verification of <u>5</u> years school experience			

### Superintendent Recommendations

Dr. Harry Wayne Parrish stated we will let Mrs. Evans go first. Mrs. Evans I read all of the information you sent us.

Mrs. Jerryneta Evans stated one of the things that Head Start requires is to provide training for the Board on a yearly basis. This is my yearly training for the Board. One of the things that I want to talk about is we have a review coming up next year and the Board is a very important of the review and without the Board we would not be able to retain our program. One part of the review will be the Board interview. I think some of the members that are here today have served in an interview for us in the past. Dr. Parrish, Mr. Jones, Mr. Woodall and Mrs. Guilford have served. Of course we would like to have all of our Board Members come to the Board Interview when that time comes. My job is to make you aware of what it will entail. I put you a folder together and on one side you will see the packet and that is the monitoring protocol and if you turn to the third page it actually has the governing body interview. Those are the questions that you will be asked. I am certainly not trying to tell any of you what to say as an answer. On the other side I tried to provide answers to those questions. The kinds of things they would expect a Board Member to have participated in and to have approved. I can assure you and I know when you look through your packet and we sent all of this material through for you to approve. I would like to invite all of you to come over and visit our center before our review takes place this year. I do not know when that will be. They can come any time after October 3<sup>rd</sup>. All of you if you have any time you can come over visit you will be a little bit more familiar with our facility. I am not going to go down and read all of the questions. I think that you can look at those questions and answers and you can see the kinds of things they will be asking. One of the things that is a little different a lot of Head Start programs are under agencies that do not have an elected Board so when they do not have an elected Board they require those agencies to have people on the Board that meet certain qualifications but because this is an elected school board you would be exempt from those qualifications. You can also look down there and see your roles and responsibilities where Head Start is concerned. You do have the legal responsibility for the program. Now when the review team gets here they will expect for you to have performed those legal responsibilities. Do you have any questions for me as you look through that information? Dr. Harry Wayne Parrish stated when you said earlier in the year that you had of things you had to follow you were telling the truth. Mrs. Jerryneta Evans stated the thing that is important is that we make sure that all of the things that we have to send to the Board you approve. So it is my responsibility to make sure that I send all of that through. Laurie is wonderful we have over 200 pages that we send through. We do not have to do that all the time for example our community assessment we only have to do that once in a three year period. Our Service Plan that outlines all of the services and the things we are going to provide for the children we send to the Board when we update it. Every year it is not that many pages and usually I try to keep it to send those items through right before the review because it is done on a three cycle. Also some other things in that packet you may want to read through but the most important thing is for you to be familiar with the governing body interview. So when we find out when our review is going to be I will take that information to Mr. Wilder immediately. They usually work with you on a day during the week that they are here that will be good for the Board interview. I will take that information to Mr. Wilder and get that information to Dr. Parrish and see how many Board Members will be available at that time to serve on the interview. We have to have some. It does not necessarily have to be all the Board Members but we like to have a good representation. The other thing I put in your packet that I feel is my responsibility is to make the Board aware of is for the first time in the 33 years that I have been with Head Start they have a new procedure and it is called Designation Renewal of Head Start and Early Head Start Grantees. What that means is in the past when we would be reviewed if we were found out of compliance and we had a deficiency in an area we would write an improvement and send it in and usually your improvement plan would be approved and then you would be okay. They have a new rule now that if you are found out of compliance and you have a deficiency in an area your program could go into what is called re-competition and what that means is other agencies in your community could apply for your program. In the document that I provided for you, you will see as you look there that there are seven reasons or things that could put you through re-competition. I only worry about one. I think they start on the third page and if you look down at the middle of that page you see a small (a) that is where they start identifying those seven things that your program could go into re-competition for. The one I worry the most about is the very first one and that is if you have one or more deficiencies when your review is being conducted. You have to realize you can try to get as many things in place as you possibly can someone can still come in your program and find something that you can be out of compliance for or something that you could have a deficiency in. So I worry about that one more so than I do the other six items they have listed. I did want to make sure that the Board is aware of that. I also gave you another document that talks about the programs that have already been placed in re-competition. There have been 132 programs across the country that have been placed in re-competition. Several programs in Alabama. We do not anticipate that happening to us but it is my job to bring that information to you so that you will have all of the information that I can provide for you. Do you have any questions? Mrs. Brenda Guilford stated that Mr. Jones is the Board liaison. Mr. Franklin Jones stated in the past you gave me a crash course to help me to be sure. Mrs. Jerryneta Evans stated it is perfectly fine to take something like this to a Board Interview for Head Start. You can take this with you. Dr. Harry Wayne Parrish stated we really appreciate what you do. You do a great job. Mrs. Jerryneta Evans stated thank you and I have my other staff there that help me. Ruby Davis is our Family Community Partnership Coordinator, Barbara Ward is our Lead Teacher, Tonya Hughes is our Health Disability Coordinator and she is a RN, Denise Vincent is our Education Manager and second in charge if I am not there and Barbara Bateman is my right hand Secretary. Dr. Harry Wayne Parrish stated nobody realizes what you do. You start those kids off when they are so young and that is the key especially with all the studies done now we all know that. Thank you so much. Mr. Tim Wilder stated thank you all for coming and what you are doing. (See information below)



**GOV 3.1 Roles and Responsibilities-Program Operations**

- The results of the self assessment is submitted to the board and when there review findings that result in corrective actions plans the board has to approve the corrective action plans
- A board member serves as the liaison between the board and the program
- The HS director reports to the superintendent and the superintendent makes recommendations when changes are needed for program structure, operations, or improvements.

**GOV 4.1 Reporting to the Board-Does the Board review and approve all major policies of program, including the following:**

- Program enrollment reports monthly
- Annual Self-Assessment Yearly, with ongoing reports in the monthly summary report
- The financial audit
- Community Assessment yearly including updates
- Communications and guidance from the Secretary
- Program Information Reports (PIR)-usually once a year and results when they are available
- Financial Statements (presented by CFO)
- Program Information Summaries-Monthly
- Reports of needs-Monthly

**Office of Head Start  
Monitoring Protocol**

**Program Governance and Management  
Systems Guides**

**FY 2012**

**January 17, 2012**

**GOV 1.1 Governing Body Structure**

- Governing Body-elected boards exempt from the requirement, 6 board members elected from citizens and 1 chairman elected at large

**GOV 2.2 Policies and Training**

- Elected school board

**GOV 3.1 Roles and Responsibilities**

- The BOE receives formal training once a year, usually in July. Director attends meetings to answer any questions as well central office personnel including superintendent, personnel director, and chief fiscal officer
- Head Start director attends
- Board meetings to keep the Board informed
- Board members serve as liaison between the program and the Board and attends Policy Council meetings
- Board receive monthly summaries of program activities
- Board is the grantee for the Head Start and Head Start staff report to the superintendent or his designee

**GOV 3.2 Roles and Responsibilities-Determine if the board exercises responsibility with respect to each of the following:**

- Selecting delegate agencies, as appropriate-NA
- Establish procedures and criteria for recruiting, selecting, and enrolling children-The BOE approve the eligibility criteria and the community assessment which identifies the service areas for children
- Develop procedures for selecting Policy Council Members-The BOE approves the By-Laws for Policy Council Members
- Review all applications for funding and amendments to applications for funding-The Board approves and the chairman sign-off on all applications for funding
- The Chief Fiscal Officer (CFO) provides monthly financial reports to the Board which includes Head Start

**GOV 3.3 Roles and Responsibilities-How and when board members engage in legal and financial decisions (Responsibility of the CFO with assistance from the HS Director)**

- The board approves all major financial expenditures
- Annual operating budget-The CFO is responsible for presenting the annual operating budget along with the school system operating budget
- Selecting financial auditors- in board meetings (CFO)
- Program personnel policies and decisions regarding employment of all program staff including standards of conduct for program staff and volunteers

**Program Governance Compliance Framework #3—Roles and Responsibilities**

- ▶ Interview the governing body on the training and technical assistance (TTA) it has received. Determine whether the members receive training that is specific to their roles as governing body members and whether they can articulate how that training has helped them make decisions about the Head Start program.

Focus on how the governing body uses the training. Your goal is to find out whether the governing body has received enough training to perform its role.

Familiarize yourself with the Governing Body Roles and Responsibilities prior to conducting this review. This part of the interview connects to additional information that you will learn about how the PC performs its role in this framework.

**GOV.3.1**

- ▶ Determine if the governing body exercised responsibility with respect to each of the following:

- ▶ - Selecting separate agencies, as appropriate
- ▶ - Establishing procedures and criteria for recruiting, selecting, and enrolling children
- ▶ - Developing procedures for selecting Policy Council members
- ▶ - Reviewing applications for funding and amendments to applications for funding

Have members provide examples as to how these responsibilities have been exercised.

**GOV.3.2**

- ▶ Interview the governing body members on their roles and responsibilities. Your goal is to get examples of how and when they engage in legal and financial decisions, learn how they oversee the fiduciary health and well-being of the program, and determine whether they are effective in ensuring the fiscal integrity of the agency.

Note examples of how and when they engage in legal and financial decisions, how they oversee the fiduciary health and well-being of the program, and if they are effective in ensuring the fiscal integrity of the agency.

During your interview, determine how the governing body assumes responsibility for all required items.

**GOV.3.3**

**Interview**

**Governing Body—Interview**

**Program Governance Compliance Framework #1—Structure**

- ▶ Interview the governing body to ensure that it has the correct composition to provide effective oversight of the Head Start program.

During your interview, talk with the governing body about its membership, how it recruits new members, and how it uses the skills of the required members to provide oversight to various parts of the program (such as: Fiscal, ECD, legal, community engagement, and parent input).

*Note: Does not apply to American Indian or Alaska Native Children.*

**GOV.1.1**

- ▶ Interview the Tribal Council to ensure that it has the correct composition or that it is in consultation with others who have the required background and expertise

Ask questions about how the Tribal Council uses the skills and expertise of its members or consultants to provide oversight and guidance to the Head Start program. The Tribal Council is the local government for AIAN Head Start programs, and you should familiarize yourself with the culture of the Council prior to conducting the interview.

*Note: Applies only to AIAN programs*

**GOV.1.1**

**Program Governance Compliance Framework #2—Policies and Training**

- ▶ Interview the governing body to ensure that all members are free from financial or other conflicts of interest.

Describe how the governing body ensures that there are no conflicts of interest. Did any members receive any type of compensation? Were family of members employed by the agency?

**GOV.2.2**

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\* Please note the Review Form Meeting Guide can be found on EOLIC in a separate document.



- ▶ If there are any concerns with record-keeping and reporting, address the issues with the Director. Ask questions about the record-keeping and reporting system to help you pinpoint the causes of the issues. Ask questions about the frequency of reporting or the verification of accuracy and completeness of reports by the grantee staff.

**515.2.2**

- ▶ Ask about the program's Annual Report to the Public. Ask the Director to share with you the most current annual report. Determine whether the report contains the required explanation of budgetary expenditures, proposed budget for the fiscal year, and information on school readiness and how the grantee attempts to prepare children for kindergarten. Discuss with the Director how the annual report is made public to the community.

**515.2.3**

**Management Systems Compliance Framework #3—Human Resources**

- ▶ Refer to the program's organizational chart. Talk with the Director about how the program decided on its organizational structure. Ask about the organizational design and how that structure supports the program in accomplishing its goals and objectives. If there are issues that are found during the Review, talk with the Director to determine how structural weaknesses, such as vacancies, could be having an impact on services. Ask about processes in place to correct issues with organizational structure. For example, what is the program doing to ensure services are provided until a vacancy is filled?

**515.3.1**

- ▶ If there were any violations of the program's standards of conduct, talk to the Director about such violations and determine how appropriate penalties are or were enforced.

**515.3.2**

- ▶ If any staff members did not receive health examinations, talk to the Director about what policies are in place, why examinations were not completed, and what, if any, further steps will be taken to correct this issue.

**515.3.3**



**Head Start/Early Head Start Director—Interview/Debrief**

**Management Systems Compliance Framework #1—Program Planning**

- ▶ Ask about the program's planning process. What information is used, how it is used, who is involved, and how are goals developed? Find out the current stage of the planning process, whether the long- and short-term goals are being met as expected, and if not, what adjustments are being made in the planning process to do so.

Use this information to find out what you have heard from the team or give the members more information.

**515.1.1**

- ▶ With the Director, review the program's Self-Assessment. Discuss how the program uses the Self-Assessment as a part of the planning process. Ask how frequently it is conducted and what is included. Use this debriefing to inform or confirm what you learned or want to learn from the governing body and Policy Council. Determine whether those bodies truly have a role in designing the program or developing and evaluating the long-term and short-term goals of the grantee. Find out what the program does when it finds that it needs to make improvements and who is involved in those decisions.

Use this information to strengthen what you know about planning, who is involved, how goals and objectives are identified and evaluated, how the quality of service areas is assessed, and how improvement plans are developed. Assess the comprehensiveness of the Self-Assessment process.

Ask for a copy of the program's Self-Assessment to use as a basis for a discussion with the review team.

**515.1.2**

**Management Systems Compliance Framework #2—Disproportionate Monitoring, Record Keeping, and Reporting**

- ▶ In your debriefing sessions with the Director, ask about the ongoing monitoring process. Find out how ongoing monitoring supports program operations, is used to meet program goals and objectives, and what mechanisms the program uses to ensure the monitoring process is effective, timely, and informative.

**515.2.1**



- ▶ Interview the governing body to determine how actively engaged the members are in the oversight of program operations.

Collect evidence of how they use information from reports such as the annual Self-Assessments and program audits to approve decisions about the program's structure, changes, or improvements needed and program operations.

Focus your interview on how the governing body uses the information that it reviews. For example, how are members engaged in processes such as hiring or development of collective action plans, and how does the approval process work?

Determine how engaged the governing body is in each of the required processes.

Use the information that you know from your RPA (programming) document to prepare for this interview. This document will contain information for past review reports, PIR data, audits, and information from the grantee's Self-Assessment.

**GOV.3.4**

**Program Governance Compliance Framework #4—Reporting to Governing Body and Policy Council**

- ▶ You have determined how the program uses most reports. Use this part of your interview to determine the timeliness of reports.

Determine how often the following reports are received by the governing bodies and discuss with them the quality and usefulness of any reports you have not discussed earlier (check the timeframes in which they should be received).

- ▶ Program enrollment reports, including attendance reports for children whose care is partially subsidized by another public agency
- ▶ The financial audit
- ▶ The annual Self-Assessment, including any findings related to such assessment
- ▶ The community wide strategic planning and needs assessment (Community Assessment) of the Head Start agency, including any applicable updates
- ▶ Communication and guidance from the Secretary
- ▶ Program information reports
- ▶ Financial statements
- ▶ Program information summaries
- ▶ Reports of meals and snacks provided through programs of the Department of Agriculture

If the reports are of poor quality and cannot be used by the governing bodies, capture that in your notes.

**GOV.4.1**



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**Program Governance Compliance Framework #3—Roles and Responsibilities:**

- ▶ Interview the Policy Council (PC) on the training and technical assistance (TTA) they have received.
  - Determine whether they receive training that is specific to their roles as PC members and whether they can articulate how that training has helped them make decisions about the Head Start program. In your interview, ensure that your focus is more about how the PC uses the training and not on the rates of specific trainings. Your goal is to find out whether the PC has received enough training to perform its role.
  - Familiarize yourself with the Policy Council Roles and Responsibilities prior to conducting the review. This part of the interview connects to additional information that you will learn about how the PC performs its role in this framework.

**GOV 3.1**

- ▶ Interview the Policy Council (PC) to determine how actively engaged it is in the oversight of program operations.
  - Collect evidence of how members review information from reports such as the annual Self Assessments and program audits to approve decisions about program structure, changes or improvements needed, and program operations.
  - Focus your interview on how the PC is engaged in the approval and submission of each of the required processes. For example, how are members engaged in processes such as hiring and development of corrective action plans, and how does the approval process work?
  - Determine how engaged the PC is in each of its required processes.

Use the information that you know from your RPA (preplanning) document to prepare for this interview. This document will contain information for past review reports, PIR data, audits, and information from the program's Self-Assessment.

**GOV 3.5**



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**Policy Council—Interview**

**Program Governance Compliance Framework #1—Structure**

- ▶ Interview the Policy Council (PC) to determine whether it has the correct composition to provide effective oversight of the Head Start program.
  - During your interview, determine whether the PC has the correct composition, whether there is an appropriate election process, and whether the PC is effectively engaged in the design of the Head Start program and its objectives.
  - Determine whether the PC utilizes its membership to effectively exercise responsibility over both program design and operation and obtaining goals and objectives.

**GOV 1.2**

**Program Governance Compliance Framework #7—Policies and Training**

- ▶ Interview the Policy Council members about receiving responsible reimbursement of their expenses for participation. Describe how members are informed about reimbursements for reasonable expenses incurred in connection with their participation in group responsibilities and whether there were members who were unable to participate because they were not offered reimbursement.

**GOV 2.1**

- ▶ Interview the Policy Council (PC) to ensure that all members are free from financial or other conflicts of interest.

Describe how the PC ensures that there are no conflicts of interest. Did any members receive any type of compensation? Were family of members employed by the agency?

**GOV 2.2**



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- ▶ If any staff members did not complete criminal record checks before hire, talk to the Director about what policies are in place, why checks were not completed, and what, if any, further steps will be taken to correct this issue.

**SYS 3.4**

**Management Systems Compliance Framework #4—Communication**

- ▶ Ask about the program's systems of communication. Get a feel for how the Director communicates with staff, how staff communicate with each other, and how parents are brought into the communication loop. Ask what systems are in place to ensure effective communication and what action is taken to improve communication when weaknesses are identified.

**SYS 4.1**

**Family & Community Engagement Compliance Framework #5—Community Partnerships**

- ▶ Interview the Program Director to determine whether the program has developed all the necessary partnerships with Local Education Agencies (LEAs).

Ask the Director to describe how the program's Interagency Agreements ensure that services are provided to children in each center. How is this done when centers span different geographic regions? Have all necessary agreements been completed?

**FCE 5.3**

## Document Reviews

### Criminal Record Checks—Document

Management Systems Compliance Framework #3 – Human Resources

- ▶ Ask the Director or Human Resources Manager for a copy of the criminal record check-tracking data that indicates the date a criminal record check (CRC) was completed and the date of hire for each staff member.

Use this tracking sheet during your discussions with Reviewers to compare the accuracy of what they saw in the files with what is seen in the tracking system.

Determine if the program has completed criminal record checks and whether CRCs were completed prior to hire for the following staff: teacher aides/assistants, food preparation staff, bus monitors and FCE staff. If you have concerns with the information documented in the criminal record check-tracking data, or if the team's Staff File reviews have resulted in a high number of staff with late or no criminal record checks, compare a sample of the data from the tracking system with the actual Staff files of teacher aides/assistants, food preparation staff, bus monitors, and FCE staff.

Clearly document the number of staff without documentation of criminal record checks and the number of staff with criminal record checks completed after their hire date. Indicate the source of evidence: the program's record check-tracking data, staff files, or both.

5YS 3.4

## Document Reviews

### Criminal Record Checks—Document

Management Systems Compliance Framework #3 – Human Resources

- ▶ Ask the Director or Human Resources Manager for a copy of the criminal record check-tracking data that indicates the date a criminal record check (CRC) was completed and the date of hire for each staff member.

Use this tracking sheet during your discussions with Reviewers to compare the accuracy of what they saw in the files with what is seen in the tracking system.

Determine if the program has completed criminal record checks and whether CRCs were completed prior to hire for the following staff: teacher aides/assistants, food preparation staff, bus monitors and FCE staff. If you have concerns with the information documented in the criminal record check-tracking data, or if the team's Staff File reviews have resulted in a high number of staff with late or no criminal record checks, compare a sample of the data from the tracking system with the actual Staff files of teacher aides/assistants, food preparation staff, bus monitors, and FCE staff.

Clearly document the number of staff without documentation of criminal record checks and the number of staff with criminal record checks completed after their hire date. Indicate the source of evidence: the program's record check-tracking data, staff files, or both.

5YS 3.4

Program Governance Compliance Framework #4—Reporting to Governing Body and Policy Council

- ▶ You have determined how the grantees uses most reports. Use this part of your interview to determine the timeliness of reports.

Determine how often the following reports are received by the governing bodies and discuss with them the quality and usefulness of any reports you have not discussed earlier. (Check the timeframes in which they should be received).

- ▶ Program enrollment reports, including attendance reports for children whose care is partially subsidized by another public agency
- ▶ The financial audit
- ▶ The annual Self-Assessment, including any findings related to such assessment
- ▶ The community-wide strategic planning and needs assessment (Community Assessment) of the Head Start agency, including any applicable updates
- ▶ Communication and guidance from the Secretary
- ▶ Program Information Reports
- ▶ Filialial statements
- ▶ Program information summaries
- ▶ Reports of meals and snacks provided through programs of the Department of Agriculture

If the reports are of poor quality and cannot be used by the governing bodies, capture that in your notes.

GOV 4.1



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Program Governance Compliance Framework #4 – Reporting to Governing Body and Policy Council

- ▶ If you identified concerns related to the quality or timeliness of reports using your interview of the governing body, identify documentation that will help you validate this information. Ask for documentation that will help you determine whether reports were provided in the required timeframes and how the governing body was able to use those reports for program design, oversight, or improvement.

**GOV 3.1**

**Health Exams—Document**

Management Systems Compliance Framework #3 – Human Resources

- ▶ Review a list or tracking system that the program uses to track staff health exams. Determine if teacher aides/assistants, food preparation staff, bus monitors and FCE staff received a tuberculosis screening, an initial health exam (including screenings), and any necessary re-examinations.

If you have concerns with the data in the tracking system, or if the team's Staff File reviews have resulted in a high number of staff missing health exams, compare a sample of the data from the tracking system with the actual staff files of teacher aides/assistants, food preparation staff, bus monitors and FCE staff.

Clearly document the number of staff without documentation of tuberculosis screening, an initial health exam, and any necessary re-examinations. Indicate the source of evidence: the program's tracking system, staff files, or both.

**SVS 3.1**



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- ▶ If the governing body interview indicates concerns about the review and approval process, review the governing body documents as needed.

Determine if all of the following were reviewed and approved by the body:

- ▶ All major financial expenditures of the agency
- ▶ The operating budget of the agency
- ▶ The selection (except when a financial auditor is assigned by the State under State law or is assigned under local law) of independent financial auditors to report all critical accounting policies and practices to the governing body
- ▶ Monitoring of the agency's actions to correct any audit findings, and of other actions necessary to comply with applicable laws (including regulations), governing financial statement and accounting practices

**GOV 3.3**

- ▶ Ask the program to provide documentation that it supports the governing body's active participation in reviewing and approving the following:

- ▶ The annual self-assessment
- ▶ The financial audit
- ▶ The agency's progress in carrying out the programmatic and fiscal provisions in the agency's grant application, including implementation of corrective actions
- ▶ Personnel policies of the agency regarding the hiring, evaluation, termination, and compensation of agency employees
- ▶ Results from monitoring conducted under section 651.16(c), including appropriate follow-up activities
- ▶ Personnel policies and procedures, including policies and procedures regarding the hiring, evaluation, compensation, and termination of the Executive Director, Head Start Director, Director of Human Resources, Chief Fiscal Officer, and any other person in an equivalent position with the agency

This documentation may include governing body meeting minutes or other documents that show how the grantee uses the information in the documents that it reviews, how it is engaged in processes, and the process for approving information that informs program decisions.

**GOV 3.4**



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**Governing Body—Documents**

Program Governance Compliance Framework #1 – Structure

- ▶ Based on the information gathered during your governing body interview, check the appropriate documents to gather evidence as needed. Ask the program to provide you with documentation to ensure that the required members exist and are an active part of the program's oversight. Use documentation to ensure that the governing body has the required membership or uses consultants to fill each of the required roles.

**GOV 1.1**

Program Governance Compliance Framework #5 – Roles and Responsibilities

- ▶ Ask the program to provide you with documentation of governing body training. Ask for meeting minutes that describe the training as well as sign-in sheets to determine who attended
- ▶ Determine whether your document review confirms what you heard during the interview. If you have additional questions, have the Director identify the appropriate staff person to interview to clear up any discrepancies, and add an additional interview to your evidence.

**GOV 3.1**

- ▶ If you were not able to assess the governing body's role in the responsibilities listed through the governing body interview, ask the program to provide you with the governing body meeting minutes or other documents as needed.
  - ▶ Selecting delegate agencies, as appropriate
  - ▶ Establishing procedures and criteria for recruiting, selecting, and enrolling children
  - ▶ Developing procedures for selecting Policy Council members
  - ▶ Reviewing applications for funding and amendments to applications for funding

**GOV 3.2**





knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development;

(iii) Were established in consultation with the parents of children participating in the program;

(2) After December 9, 2011, taken steps to achieve the school readiness goals described under paragraph (b)(1) of this section demonstrated by:

(i) Aggregating and analyzing aggregate child-level assessment data at least three times per year (except for programs operating less than 90 days, which will be required to do so at least twice within their operating program period) and using that data in consultation with other program data to determine grantees' progress toward meeting its goals to inform parents and the community of results and to direct continuous improvement related to curriculum, instruction, professional development, program design and other program decisions; and

(ii) Analyzing individual ongoing, child-level assessment data for all children birth to age five participating in the program and using that data in combination with input from parents and families to determine each child's status and progress with regard to, at a minimum, language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development; and to individualize the experiences, instructional strategies, and services to best support each child.

(c) An agency has been determined during the relevant time period covered by the responsible HHS official's review under § 1307.7:

(1) After December 9, 2011, to have an average score across all classrooms observed below the following minimum thresholds on any of the three CLASS, Pre-K domains from the most recent CLASS, Pre-K observation:

(i) For the Emotional Support domain the minimum threshold is 4;

(ii) For the Classroom Organization domain, the minimum threshold is 5;

(iii) For the Instructional Support domain, the minimum threshold is 2;

(2) After December 9, 2011, to have an average score across all classrooms observed that is in the lowest 10 percent on any of the three CLASS, Pre-K domains from the most recent CLASS, Pre-K observation, among those currently being reviewed unless the average score across all classrooms observed for that CLASS, Pre-K domain is equal to or above the standard of excellence that demonstrates that the classroom interactions are above an exceptional level of quality. For all three domains, the "standard of excellence" is a 6.

(f) Head Start agency means a local, public or private nonprofit or nonprofit entity designated by ACF to operate a Head Start program to serve children age three to compulsory school age pursuant to section 641(b) and (d) of the Head Start Act.

School readiness goals mean the expectations of children's wants and progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development that will improve their readiness for kindergarten.

Transition period means the necessary time period after December 9, 2011, on the Designation Renewal System during which ACF will convert all of the current continuous Head Start and Early Head Start grants into five-year grants after reviewing each grant to determine if it meets any of the conditions under section 1307.3 that require recompetition or if the grants will receive in full five-year grant non-competitiveness.

§ 1307.3 Basis for determining whether a Head Start agency will be subject to an open competition.

A Head Start or Early Head Start agency shall be required to compete for its next five-year of funding whether the responsible HHS official determines that one or more of the following seven conditions existed during the relevant time period covered by the responsible HHS official's review under § 1307.7 of this part:

(1) An agency has been determined by the responsible HHS official to have one or more deficiencies on a single review conducted under section 641(a)(6)(A), (C), or (D) of the Act in the relevant time period covered by the responsible HHS official's review under section 1307.7.

(2) An agency has been determined by the responsible HHS official based on a review conducted under section 641(a)(6)(A), (C), or (D) of the Act during the relevant time period covered by the responsible HHS official's review under § 1307.7 not to have:

(i) After December 9, 2011, established program goals for improving the school readiness of children participating in its program in accordance with the requirements of section 641(a)(2) of the Act and demonstrated that such goals

(ii) Appropriately reflect the ages of children, birth to five, participating in the program;

(iii) Align with the Head Start Child Development and Early Learning Framework, State early learning guidelines, and the requirements and expectations of the schools, to the extent that they apply to the ages of children, birth to five, participating in the program and at a minimum address the domains of language and literacy development, cognition and general

collectively and responsibility; that applicants to administer programs receive fair and equitable consideration, and that the legal rights of current Head Start and Early Head Start grantees be fully protected. The Designation Renewal System is established in this part to determine whether Head Start and Early Head Start agencies deliver high-quality services to meet the

educational, health, nutritional, and social needs of the children and families they serve; meet the program and financial requirements and standards described in section 641(a)(1) of the Head Start Act; and quality to be designated for funding for five years without competing for such funding as required under section 641(c) of the Head Start Act with respect to Head Start agencies and pursuant to section 641(b)(1) and (d) with respect to Early Head Start agencies.

A competition to select a new Head Start or Early Head Start agency to replace a Head Start or Early Head Start agency that has been terminated voluntarily or involuntarily is not part of the Designation Renewal System established in this part, and is subject instead to the requirements of part 1302.

§ 1307.2 Definitions

As used in this part—

ACF means the Administration for Children and Families in the Department of Health and Human Services.

Act means the Head Start Act, 45 U.S.C. 9831 et seq.

Agency means a public or private non-profit or for-profit entity designated by ACF to operate a Head Start or Early Head Start program.

Aggregate child-level assessment data means the data collected by an agency on the status and progress of the children it serves that have been compared to provide summary information about groups of children enrolled in specific classrooms, centers, home-based or other openings, groups or settings, or other groups of children such as dual language learners, or to provide summary information by specific domains of development.

Child-level assessment data means the data collected by an agency on an individual child from one or more valid and reliable assessments of a child's status and progress, including but not limited to direct assessment, structured observation, observations, surveys, staff or parent report measures, and portfolio records or work samples.

Early Head Start agency means a public or private nonprofit or nonprofit entity designated by ACF to operate an Early Head Start program to serve program women and children from birth to age three, pursuant to section 641(b) of the Head Start Act.

Going concern means an organization that operates within the three- or liquidation for the foreseeable future, a period of at least 12 months.

3) If the Indian Head Start or Early Head Start agency is still not delivering a high quality and comprehensive Head Start or Early Head Start program the responsible HHS official will conduct an open competition to select a grantee to provide services for the community currently being served by the Indian Head Start or Early Head Start agency.

4) A non-Indian Head Start or Early Head Start agency will not be eligible to receive a grant to carry out an Indian Head Start program, unless there is no Indian Head Start or Early Head Start agency available for designation to carry out an Indian Head Start or Indian Early Head Start program.

5) A non-Indian Head Start or Early Head Start agency may receive a grant to carry out an Indian Head Start program only until such time as an Indian Head Start or Indian Early Head Start agency in such community becomes available and is designated pursuant to this Part.

§ 1327.7. Designation request, review and notification process.

4. Grantees must apply to be considered for Designation Renewal.

1) For the transition period, each Head Start or Early Head Start agency wishing to be considered to have their designation as a Head Start or Early Head Start agency renewed for a one year period without competition shall request that status from ACF within six months of November 9, 2011.

2) After the transition period, each Head Start or Early Head Start agency wishing to be considered to have their designation as a Head Start or Early Head Start agency renewed for another one year period without competition shall request that status from ACF at least 12 months before the end of their one year grant period or by such time as required by the Secretary.

3) ACF will review the relevant data to determine if one or more of the conditions under § 1327.7 of this part were met by the Head Start and Early Head Start agency's program:

a) During the first year of the transition period, ACF shall review the data on each Head Start and Early Head Start agency to determine if any of the conditions under § 1327.7(a) or (a) through (d) of this part were met by the agency's program since June 12, 2009.

b) During the remainder of the transition period, ACF shall review the data on each Head Start and Early Head Start agency only under grants with assistance project periods and for whom ACF has relevant data on all of the conditions in § 1327.7(a) through (g) of this part to determine if any of the conditions under § 1327.7(a) or (d) through (g) were met by the agency's program since June 12, 2009, or if the conditions under § 1327.7(b) or (c) existed on the agency's program since December 9, 2011.

1) The agency has had a revocation of a license to operate a center by a State or local licensing entity.

2) The agency has filed for bankruptcy or agreed to a reorganization plan as part of a bankruptcy settlement.

3) The agency has been debarred from receiving Federal or State funds from any Federal or State department or agency or has been disqualified from the Child and Adult Care Food Program (CACFP).

4) The agency has received an audit, audit review, investigation or imposition report from the agency's auditor, a State agency, or the cognizant Federal audit agency containing a determination that the agency is at risk for ceasing to be a program concern.

5) 1327.5 Requirements to be considered for designation for a five-year period when the existing grantee in a community is not determined to be delivering a high-quality and comprehensive Head Start program and is not automatically renewed.

In order to compete for the opportunity to be awarded a five-year grant, an agency must submit an application to the responsible HHS official that demonstrates that it is the most qualified entity to deliver a high-quality and comprehensive Head Start or Early Head Start program. The application must address the criteria for selection listed at section 1327.5(d) of the Act for Head Start. Any agency that has had its Head Start or Early Head Start grant terminated for cause in the preceding five years is excluded from competing, as well as an agency for the next five years. A Head Start or Early Head Start agency that has had a denial or revocation, as defined in 45 CFR 1323.2, in the preceding five years is also excluded from competing.

1327.6 Tribal government consultation under the Designation Renewal System for when an Indian Head Start grant is being considered for competition.

In the case of an Indian Head Start or Early Head Start agency determined not to be delivering a high-quality and comprehensive Head Start or Early Head Start program, the responsible HHS official will engage in government-to-government consultation with the appropriate Tribal government or governments for the purpose of establishing a plan to improve the quality of the Head Start program or Early Head Start program operated by the Indian Head Start or Indian Early Head Start agency.

1) The plan will be established and implemented within six months after the responsible HHS official's determination.

2) No more than six months after the implementation of that plan, the responsible HHS official will reevaluate the performance of the Indian Head Start or Early Head Start agency.

4) An agency has had a revocation of its license to operate a Head Start or Early Head Start center or program by a State or local licensing agency during the relevant time period covered by the responsible HHS official's review under § 1327.7 of this part, and the revocation has not been overturned or withdrawn before a competition for funding for the next five-year period is announced. A pending challenge to the license revocation or restoration of the license after correction of the violation shall not affect application of this requirement after the competition for funding for the next five-year period has been announced.

5) An agency has been suspended from the Head Start or Early Head Start program by ACF during the relevant time period covered by the responsible HHS official's review under § 1327.7 of this part, and the suspension has not been overturned or withdrawn. If there is a pending appeal and the agency did not have an opportunity to show cause as to why the suspension should not have been imposed or why the suspension should have been lifted if it had already been imposed under 45 CFR part 1323, the agency will not be required to compete based on this condition. If an agency has received an opportunity to show cause, the violation will be implemented regardless of appeal status.

6) An agency has been debarred from receiving Federal or State funds from any Federal or State department or agency or has been disqualified from the Child and Adult Care Food Program (CACFP) any time during the relevant time period covered by the responsible HHS official's review under § 1327.7 of this part but has not yet been terminated or denied funding by ACF. (A debarred agency will only be eligible to compete for Head Start funding if it receives a waiver described in 2 CFR 182.135.)

7) An agency has been determined within the twelve months preceding the responsible HHS official's review under § 1327.7 of this part to be at risk of failing to continue functioning as a going concern. The final determination is made by the responsible HHS official based on a review of the findings and opinions of an audit conducted in accordance with section 647 of the Act; an audit, review or investigation by a State agency; a review by the National External Audit Review (NEAR) Center; or an audit, investigation or inspection by the Department of Health and Human Services Office of Inspector General.

5.1327.4. Grantee reporting requirements concerning certain conditions.

(a) Head Start agencies must report in writing to the responsible HHS official within 30 working days of December 9, 2011, if the agency has had a revocation of a license to operate a center by a State or local licensing entity during the period between June 12, 2009, and December 9, 2011.

(b) Head Start agencies must report in writing to the responsible HHS official within 30 working days of occurrence any of the following events following December 9, 2011:

**FOR IMMEDIATE RELEASE:  
 Monday, December 19, 2011**  
 Corbett, Romney & Wolfe  
 (404) 501-2215

**HHS continues Head Start quality push,  
 notifies grantees selected to compete for continued funding**

From the U.S. Department of Health and Human Services (HHS), notified 117 Head Start agencies that they must now compete to compete for continued Head Start funding. Under new regulations announced by Assistant Secretary Burack Obama in November 2011, grantees who do not meet quality thresholds established by the Office of Head Start will have to compete for the next five-year period, with other authorized applicants for Head Start funding.

This step is the only one required to ensure that our Head Start children and families receive the highest quality services from the most capable organizations. The new Secondary Selection System. "The new selection process is a new standard for program quality and program integrity and today's announcement sends a strong message that the status quo is no longer acceptable."

The new regulation, which went into effect Dec. 9, 2011 specifies seven categories that HHS will consider to determine a program's quality and if the grantee will be required to compete for continued funding. This regulation helps direct funding to programs that offer high-quality Head Start services and works to ensure that Head Start programs provide the most available early education services to children in every community.

During announcements for these service areas will be included in awards, and in early 2012, HHS will notify awarding agencies and grantees that they are the most qualified to receive a high-quality Head Start program.

Previously required, open competition for Head Start agencies will be required to provide opportunities for new award winners to enter a process, but also increases the number of low-income children in high-quality Head Start programs. Secretary HHS, Director of the Office of Head Start.

From the next five years, all 1,600 Head Start agencies will be required against these seven quality benchmarks that the Department, research-based, and secure standards for each of the seven and local integrity-based analysis of current program self-assessments. It is expected that the number of grantees will be required to compete for continued funding within the five-year transition period established by the 2007 Head Start Act.

The new regulation is one more tool that HHS has to ensure that programs are held to the highest quality standards to children and families. HHS will also be required to provide a complete and complete analysis of the data to ensure that the Head Start program is meeting the needs of the children and families.

Since 2009, the Office of Head Start has taken historic steps and implemented bold efforts to strengthen accountability, food programs, to high standards and improve program quality for the children and families receiving Head Start services each year. High-quality early childhood education is critical for ensuring that every child enters school ready for success. Today's announcement sends our commitment to America's most vulnerable children and caregivers to meet the bar for Head Start and the entire early education community.

Head Start provides grants to local organizations to provide comprehensive child development services to low-income children and families. Today, nearly 1,600 Head Start programs provide early learning opportunities to more than 10 million low-income children, toddlers and preschoolers.

this part were met by the agency's program during the relevant time period described in paragraph (b) of this section, identifying the conditions ACF found, and summarizing the basis for the finding, or

(ii) That such agency has been determined in a preliminary basis to be eligible for renewed funding for five years without competition because ACF finds that none of the conditions under § 1307.3 have been met during the relevant time period described in paragraph (b) of this section. If prior to the award of that grant, ACF determines that the grantee has met one or the conditions under § 1307.3 during the relevant time period described in paragraph (b) of this section, this determination will change and the grantee will receive notice under paragraph (b)(1)(ii) of this section that it will be required to compete for funding for an additional five-year period.

**§ 1307.3 Use of CLASS, PeKa instrument in the Disposition, Renewal System**

Except when all children are served in a single classroom, ACF will conduct observations of multiple classes operated by the grantee based on a random sample of all classes and rate the content of the classes observed using the CLASS, PeKa instrument. When the grantee serves children in no program in a single class, that class will be observed and rated using the CLASS PeKa instrument. The domain scores for that class will be the domain scores for the grantee for that observation. After the observations are completed, ACF will report to the grantee the scores of the classes observed during the CLASS, PeKa observations in each of the domains covered by the CLASS, PeKa instrument. ACF will average CLASS, PeKa domain scores in each domain for the classes operated by the agency that ACF observes to determine the grantee's score in each domain.

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**Site Feedback**

(3) Following the transition period, ACF shall review the data on each Head Start and Early Head Start agency in the fourth year of the grant to determine if any of the conditions under § 1307.3 of this part exist in the agency's program during the period of that grant.

(5) ACF will give notice to grantees on Disposition, Renewal System status, except as provided in § 1307.5 of this part.

(1) During the first year of the transition period, ACF shall give written notice to all grantees meeting any of the conditions under § 1307.3(a) or (d) through (g) of this part, once June 12, 2009, by certified mail return receipt requested or other system that establishes the date of receipt of the notice by the addressee, stating that the Head Start or Early Head Start agency will be required to compete for funding for an additional five-year period, identifying the conditions ACF found, and summarizing the basis for the finding. All grantees that do not meet any of the conditions under § 1307.3(a) or (d) through (g) will remain under indefinite project periods until the time period described under § 1307.3(b)(2).

(2) During the remainder of the transition period, ACF shall give written notice to all grantees still under grants with indefinite project periods and on the conditions in § 1307.3(a) through (g) by certified mail return receipt requested or other system that establishes the date of receipt of the notice by the addressee stating either:

(i) The Head Start or Early Head Start agency will be required to compete for funding for an additional five-year period because ACF finds that one or more conditions under § 1307.3(a) through (g) has been met during the relevant time period described in paragraph (b) of this section, identifying the conditions ACF found, and summarizing the basis for the finding, or

(ii) That such agency has been determined on a preliminary basis to be eligible for renewed funding for five years without competition because ACF finds that none of the conditions under § 1307.3 of this part have been met during the relevant time period described in paragraph (b) of this section, if prior to the award of that grant, ACF determines that the grantee has met one of the conditions under § 1307.3 during the relevant time period described in paragraph (b) of this section, this determination will change and the grantee will receive notice under paragraph (b)(2)(i) of this section that it will be required to compete for funding for an additional five-year period.

(3) Following the transition period, ACF shall give written notice to all grantees at least 12 months before the expiration date of a Head Start or Early Head Start agency's then current term of the notice by the addressee, stating:

The Head Start or Early Head Start agency will be required to compete for funding for an additional five-year period because ACF finds that one or more conditions under § 1307.3 of



Grantees Required to Complete for Continued Funding (45 C.F.R. §1307) "Policies and Procedures for Designation Renewal of Head Start and Early Head Start Grantees"

**Missouri**

- Mid-American Regional Council

**Montana**

- District IX Human Resource Development

**New Jersey**

- Atlantic Human Resources, Inc.
- Concerned Parents for Head Start
- Jersey City Child Development Centers, Inc.
- Tri-County Community Action Agency, Inc.

**New York**

- Albany Community Action Partnership, Inc.
- Association to Benefit Children
- Community Action of Oneida and Genesee, Inc.
- Knox-Josef Municipal Local Development
- New York City Administration for Children's Services
- Phipps Community Development Corporation
- Pro Action of Steuben and Yates, Inc.
- The Little Angels Head Start Program
- Tremont-Crotona Day Care Center

**North Carolina**

- Johnston-Lee Hammett Community Action, Inc.
- New Hanover County Community Action, Inc.

**North Dakota**

- Southeastern North Dakota Community Action Agency

**Kentucky**

- Lincoln County Board of Education

**District of Columbia**

- Edward C. Waque Parent Child Center, Inc.
- United Planning Organization

**Louisiana**

- Cenia Community Action Committee, Inc.
- Lincoln Total Community Action Committee
- Natchitoches Parish Police Jury
- St. Mary Community Action Agency

**Florida**

- Dunbar Center, Inc.
- Early Education and Care, Inc.
- Oklawaha County Comprehensive Head Start Child Development, Inc.

**Maryland**

- Family Services Agency, Inc.
- Mayor and City Council of Baltimore City
- Southern Maryland Tri-County Community

**Georgia**

- Baldwin County Board of Education
- Fabolone Economic Opportunity

**Illinois**

- BSNM Community Services, Inc.
- City of Rockford Human Services Department
- Decatur-Mazon County Opportunities Corporation
- Lake County Family YMCA
- Northwestern Illinois Community Action Agency, Inc.
- Peoria Citizens Committee for Economic Opportunities, Inc.
- Southern Seven Health Department

**Massachusetts**

- Community Action of Franklin, Hampshire, and North Quabbin
- Tri-City Community Action Program, Inc.

**Michigan**

- Catholic Charities of Monroe County
- City of Detroit
- Community Action Agency of South Central Michigan
- Genesee County Community Action Resource Department
- Kalamazoo County Health and Community Services

**Minnesota**

- Tri-Valley Opportunity Council, Inc.
- Upper Midwest American Indian Center
- Wright County Community Action, Inc.

**Mississippi**

- Young River Educational Association, Inc.
- Sunflower/Humphreys Counties Progress, Inc.
- United Community Action Committee-Head Start

**Alabama**

- Community Action Agency of Huntville-Madison
- Elmore Community Action Committee
- Mobile Community Action, Inc.
- Phenix City Board of Education
- Talladega-Liberty-Randolph-Coosa Child Care Programs

**Arkansas**

- Arkansas Human Development Corporation
- Child Development, Inc.
- Community Action Program for Central Arkansas
- Southwest Arkansas Development Council, Inc.

**California**

- Contra Costa County
- E. Center
- Institute for Human and Social Development
- Los Angeles County Office of Education

**Colorado**

- Montezuma Community Center
- Upper Arkansas Area Council of Governments

**Connecticut**

- New Haven Public Schools
- Norwalk Economic Opportunity Now, Inc.

**Wisconsin**

- City County Child Care Center
- Head Start of Shawnee-Wisconsin, Inc.



be co-ed friendly if possible. Mr. Chris Maddox stated what if our females want to lift. Mr. Tim Wilder stated they do lift and prefer the weight benches without the free weights. Mr. Ben Armstrong stated when you say open space what do you mean. Dr. Harry Wayne Parrish stated just like we have this room here. It would be just big and open. Several places I have been too have it. It has the weights on the outside and room in the middle to throw a softball or baseball or football maybe run sprints in there when it is bad weather. You could actually have an activity in there instead of a closed in weight room. That is what he said to me. Mr. Jimmy Addison stated when we started talking about this we talked about the need for a dressing facility then we said we had a need for a weight room now we have a need for public restrooms with a concession stand then we have a want for an indoor practice facility. I have had a want and a sketch and a design for an indoor practice facility for seven years but I have not gotten it yet. That is why I asked the first architect can you build dressing facilities and a weight room and later on attach an indoor practice facility. It looks very much like the building Donofro is building in Andalusia and that would certainly be a realistic possibility. We are looking at over a half million dollars to build just to say we have an indoor practice facility. That would be nice but I think, again I am not against and people have accused me of being against building a facility. I am not against not having what is needed there but you have a want list and a need list. I think we have to address the needs list and look at the want list at a later time. Dr. Harry Wayne Parrish stated I think if you could combine both of them together, that is why I asked Mr. Ritchie those questions. I am totally with you Coach but at the same time I think there is a way of doing both and I want the very best we can. I am harping on this and I know it. Somebody stopped me the other day and said DHS is always considered the second and that is not true. DHS has tremendous beautiful facilities over there. They have all these dressing rooms and all of these things that NHS even though it is a newer school but it is not new it is 1978 and way behind. I think we need to get NHS caught up. You just see all the different things that we have got here and all these places they building, Andalusia. Why aren't we as good as Andalusia? If we can afford it and Mike says that and we can do it and get the costs down. I am like you and you said it a minute ago we want the very best. I want the best for DHS too. At DHS right now and the Board walked around out there and I proved it basically. They have three dressing facilities for the girls and NHS has none and a weight facility for the boys and a football dressing room and NHS has none except for the classroom weight room. NHS is way behind so what if we do add something that maybe DHS does not have that is okay then we can start working on getting DHS caught up on that area. I do not talk much but I am passionate about these two schools. I had Joe Pate, he just retired as athletic director of North Carolina State, was riding around with me Saturday and the two places he wanted me to go was the high schools. He told me y'all are very archaic around here. You need to get these programs like they ought to be. He said DHS was way ahead and above everything but both of them need to keep going forward. I think it is time if we have the money to get these programs like they ought to be. I am tired of being average around here. I am on this Board to try to help do that and I am adamant. We need to start doing things to have pride in these schools and do what we are supposed to do and if we can afford it lets go get it and if we cannot we need to do what we can to make a class act. That is my speech and NHS needs some help. Mr. Ben Armstrong stated is there any way we can get a report from Coach Stewart and detail what we are looking for. When you are talking about open space and an indoor practice facility and if I am doing the math right at a minimum we are looking at 27,000 square feet covered space. Dr. Harry Wayne Parrish stated it does not have to be so big. Mr. Ben Armstrong stated that is what I am saying. I am just curious and looking at this room and trying to conceptualize what space he wants. Mr. Jimmy Addison stated if you are looking at space for girls softball and baseball those could be very similar but if you are looking at football it generally requires more space if you are putting a football team in a locker room. Is it going to be a locker room for football or for baseball and softball or will it be a combination of those. That cuts into your square footage and then again looking at restrooms for public use and a concession area you would not want the general public to have access to come inside your building so you have got to have different restroom facilities as opposed to the restroom facilities you would have for your athletes and for your coaches. You are going to want washers and dryers and that kind of stuff in there. You can take up a lot of space with those areas. Dr. Harry Wayne Parrish stated you can cut back a lot of space like you said. There are ways to do that. There needs to be some thought process in there and utilize every foot. I want a class act there and I think you all do too. We will just table this and get some information from Coach Stewart so all the Board Members can look at it and come to the next meeting and decide on that.

Dr. Harry Wayne Parrish stated there is no longer an Executive Session. Mr. Tim Wilder stated the student withdrew.

#### **Teacher Conference – Proposed Transfer**

Mr. Jere Segrest stated we can take a break to get rearranged. The Board should sit here and Mr. Brantley and his client, Jason Abercrombie, can seat on the other. Kevin and I will move to this side over here.

Mr. Tim Wilder stated let me make a quick request. As we are going around to study the middle school concept we talked about I would like the Board to recommend two members of that committee. I am asking one be from the community and one would be staff, maybe a teacher or a support person. If each Board Member would nominate two people that would be 14. Please get that to me any time between now and the next meeting. They do not have to be in your district. Just email them to Ms. Brandon.

Mr. Jere Segrest stated I will be conducting this hearing for you Mr. Chairman at your request and your authority as the act of the School Board. I will be helping the parties get through this. I will take a non-adversarial role, this will be a non-adversarial proceeding as to the arguments and statements concerning the reasons the Superintendent is proposing a transfer and the reasons that Mr. Abercrombie thinks the transfer is improper. They will both offer their sides of the case. First, we need to inquire of each Board Member whether you can sit in this matter and give a fair

and impartial decision. Now, the rules are there will be no arguments by the attorneys on either side. The statements will be solely made by the Superintendent and Mr. Abercrombie. The Board can ask questions. Again, the attorneys will have no arguments or statements. These are the only documents the Board has generated and it sets the stage for the hearing. There will be no opening or closing statements. The Board will go into Executive Session but other than that everything will be in the open on this because of the Open Records Act. This will be about as close to a non-adversarial proceeding as it can be. It is to be Jason Abercrombie a fair and impartial decision concerning his request not to be moved. The Board can ask questions but neither attorney will cross examine and neither attorney will make a statement. I am not acting as an attorney for the Board in this matter. I am acting as the Board Chairman's representative for the hearing. Therefore I will make no arguments or statements or cross examination. Mr. Brantley has been made aware of that and he understands it. He will not be making any argument or statements for his client. The only document we will offer into evidence will be this document about the Board Agenda and the letter received setting up this hearing tonight. The first document is the letter to Mr. Abercrombie and then his response and that really sets the stage. The Board has stated it can act fair and impartially so with that I believe we can go forward. Any questions Mr. Abercrombie or Mr. Brantley. Mr. Abercrombie and Mr. Brantley responded no. Mr. Jere Segrest continued stating at this point the Superintendent, Tim Wilder, will now offer the reasons that he is proposing the transfer.

Mr. Tim Wilder stated Members of the Board the reasons set forth for this transfer. First and foremost it is best for Dothan City School System and P.A.S.S. Academy. Mr. Abercrombie has experience as a P.E. teacher. Mr. Abercrombie does have experience working with high school students and students of all learning levels. Mr. Abercrombie has been a Coach and understands leadership skills and how to teach them and I want to see these skills utilized at P.A.S.S. Academy as well. Those are my reasons for transfer.

Mr. Jere Segrest stated may I add this Mr. Chairman Mr. Abercrombie will work the same term and he will have no loss of salary paid or seniority in any respect. Mr. Abercrombie may now address everyone.

Mr. Jason Abercrombie stated I am Jason Abercrombie. I am a highly qualified teacher at Northview and have been there for 8 years and about to start my 9<sup>th</sup> year here in Dothan City. I have 15 total years of teaching physical education throughout. I have never had a bad evaluation by administrators. I have not been evaluated in the last couple of years as a matter of fact. This is just an approximate, it is probably a little more, but I usually teach about 200 students a day at Northview High School where I teach physical education. I co-authored our physical education syllabus for Northview High School for routines, procedures. These are the reasons I feel like I should be retained at Northview High School as a P.E. teacher. I was talking about our P.E. course syllabus which is an overlay of what we plan and do in physical education. I co-authored that with Coach Noble. I co-authored the High Schools That Work to award a consequence program for a positive based school. That was for the gymnasium where we had consequences, overall objectives and what we wanted the students to perform during the day not just in the classroom but outside the classroom. I co-authored the P.E. course waiver that goes to the State of Alabama. This was completed a couple of years ago. Our timeline of when we participated in certain things throughout the that the State needed. I also implemented specific programs and directed physical education routines at Northview High School. We have a pretty good physical education class. I enjoy going to work each day. I have been in there for 8 years and in those 8 years I have seen many P.E. teachers and coaches come in and out of this gym but there is one thing, I have been there and been a constant. There is a routine, I know the kids, I relay the expectations, we hammer them pretty hard at the beginning of the school and then we are allowed to let them learn and grow like they should. I have been there through these changes. I represent stability I am not looking to move anywhere. I enjoy where I am and I plan to be at Northview in my planning each year and throughout the years so the students do see me as a big time stability in the gym when they need something because I am not leaving going on any coaching events or I am not having to leave early to get the team out of there. I am there. Just about every teacher sometimes their kids look at me as the one they have to answer to to make sure things are kept with good discipline. One of the things that concerns me is I want to stay. This is the 2<sup>nd</sup> time in three years that I have been up for transfer out of the system. There can be many different reasons why I should be transferred but I am not getting bad evaluations. I must be doing a pretty good job because nobody has called me in to reprimand me or anything during my teaching but for the last two or three years I have been up for transfer. I do not coach but I have been up for transfer and that concerns me. The thing that concerns me most of all is being a Northview for 8 years and being in education 15 or 16 years and next year at P.A.S.S. Academy. I know we cannot determine what is going to happen in the future but I would be transferred to P.A.S.S. Academy to teach physical education. P.A.S.S. Academy is a concern with the amount of funding that they have. I cannot convince myself they are going to keep a P.E. teacher at P.A.S.S. Academy so that is me with 9 years in the system and reduction in force I would get cut. I would not have a job. I have read all the policies, State and local. I do not like to bring attention to myself but this is a serious matter to me and my profession. I do reflect the high level of volunteering around the gym and in our athletics program even though I do not coach. I volunteered this year when Coach Stewart came to me and we were having some issues with transportation with the middle schools, Carver and Girard, with spring sports getting them to Northview. Their parents were having to bring them and he asked me if I would be willing to drive and I said as long as we get the liability issues worked out. He got the liability issues worked out and I picked those kids up from somewhere at the end of March until the first of May. We did not have an incidents or bad behavior. Did I have to talk here and there, of course, they are representing us on a school bus and I made sure they were doing the things they were supposed to. I did that because I have my CDL bus license. I also volunteered and was asked to take Ms. Savelle's academic team to Birmingham for a couple of days and I took them up there because again I have my bus driver's license and it was another way I was trying to let my CDL be used for other things. They went up there for the academics team for



a couple of days and we came back. I did not receive pay for either one of those, the Carver kids or here. They offered it but I did not take it. I want to use my ability as a physical education teacher to be able to touch a lot of students throughout the day and I get that opportunity at Northview. I enjoy my job a lot but in asking Dr. Goodwin about how this thing would be laid out when she called me in a week or two ago and asked to see the questions. She said we have not planned that yet. A guy with tenure, not that I am relying on tenure because I do my job, if I was scared I did not do my job I would not be standing up here tonight, but with me asking her certain organizational questions to know which route we are going she could not answer. I do not want to be used in a supervision purpose at P.A.S.S. Academy. I want to be used in an educational teaching purpose. I want to be at Northview High School and those are my reasons that I would like to not be transferred to P.A.S.S. and keep my teaching position at Northview High School. Thank you for giving me the opportunity.

Mr. Jere Segrest stated now the Board may first direct questions to Mr. Wilder and then Mr. Abercrombie then back to Mr. Wilder. The Board had no questions for Mr. Wilder. Are there any questions for Mr. Abercrombie? The Board had no questions for Mr. Abercrombie.

Mr. Jere Segrest stated if there are no questions then the Board will now adjourn into an Executive Session.

Mr. Franklin Jones made a motion seconded by Mr. Jimmy Addison to adjourn into Executive Session. The motion carried. Voting was as follows: "YEA" – Jones, Addison, Armstrong, Maddox. "NAY" – None. "ABSTAIN" – None.

Mr. Jimmy Addison made a motion seconded by Mr. Ben Armstrong to reconvene into Regular Session. The motion carried. Voting was as follows: "YEA" – Jones, Addison, Armstrong, Maddox. "NAY" – None. "ABSTAIN" – None.

Mr. Franklin Jones made a motion seconded by Mr. Ben Armstrong to accept the Superintendent's recommendation concerning Mr. Jason Abercrombie. The motion carried. Voting was as follows: "YEA" – Jones, Addison, Armstrong, Maddox. "NAY" – None. "ABSTAIN" – None.

**New Business**

Mr. Tim Wilder stated our next Regular meeting is scheduled for August 20<sup>th</sup>. The 13<sup>th</sup> is listed as a Work Shop and if the Board does not mind I would like to have that as a Special Called meeting. We will have plenty of time to advertise for that. I would also like for the Board to consider July 30<sup>th</sup> and August 6<sup>th</sup> as short personnel meetings as well to get these people on Board. Dr. Harry Wayne Parrish stated the Board would meet again on July 30<sup>th</sup> and August 6<sup>th</sup> as special meetings, change August 13<sup>th</sup> from a Work Shop to a special meeting and August 20<sup>th</sup> for a regular meeting. (See additional Board meeting dates below)

DOTHAN CITY SCHOOLS, BOARD OF EDUCATION, BOARD MEETINGS: Board Agendas are posted to the Dothan City Schools website: [www.dothan.k12.al.us](http://www.dothan.k12.al.us). On the morning of the Board meeting the Agenda will be replaced with the Board Agenda Packet (under the Agenda column). Click on Administrative Services on the right side then click on Board Meetings on the left side.

We also have the Board meeting calendar, listing Regular and Workshop meetings only, under School Calendars on the website. Regular Meetings are normally held on the 3rd Monday of each month. All meetings are scheduled for 5:00 p.m. in the Dothan City Schools' Teachers' Center, 500 Dusy Street, **unless otherwise announced**. Meeting dates are occasionally changed due to holidays or conflicts. Additional Special meetings are held as needed and are announced in local media.

Date & Time	Type & Location
8/13/2012 - 5:00 PM	Board Workshop @ Board of Education, Teachers' Center, 500 Dusy Street
8/20/2012 - 5:00 PM	Regular Meeting @ Board of Education, Teachers' Center, 500 Dusy Street
9/10/2012 - 5:00 PM	Board Workshop @ Board of Education, Teachers' Center, 500 Dusy Street
9/17/2012 - 5:00 PM	Regular Meeting @ Board of Education, Teachers' Center, 500 Dusy Street
10/8/2012 - 5:00 PM	Board Workshop @ Board of Education, Teachers' Center, 500 Dusy Street
10/22/2012 - 5:00 PM	Regular Meeting @ Board of Education, Teachers' Center, 500 Dusy Street
11/5/2012 - 5:00 PM	Board Workshop @ Board of Education, Teachers' Center, 500 Dusy Street
11/26/2012 - 5:00 PM	Regular Meeting @ Board of Education, Teachers' Center, 500 Dusy Street
12/10/2012 - 5:00 PM	Board Workshop @ Board of Education, Teachers' Center, 500 Dusy Street
12/17/2012 - 5:00 PM	Regular Meeting @ Board of Education, Teachers' Center, 500 Dusy Street

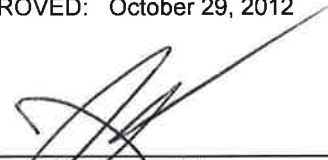
Date & Time	Type & Location
1/14/2013 - 5:00 PM	Board Workshop @ Board of Education, Teachers' Center, 500 Dusy Street
1/28/2013 - 5:00 PM	Regular Meeting @ Board of Education, Teachers' Center, 500 Dusy Street
2/11/2013 - 5:00 PM	Board Workshop @ Board of Education, Teachers' Center, 500 Dusy Street
2/25/2013 - 5:00 PM	Regular Meeting @ Board of Education, Teachers' Center, 500 Dusy Street
3/11/2013 - 5:00 PM	Board Workshop @ Board of Education, Teachers' Center, 500 Dusy Street
3/18/2013 - 5:00 PM	Regular Meeting @ Board of Education, Teachers' Center, 500 Dusy Street
4/8/2013 - 5:00 PM	Board Workshop @ Board of Education, Teachers' Center, 500 Dusy Street
4/22/2013 - 5:00 PM	Regular Meeting @ Board of Education, Teachers' Center, 500 Dusy Street
5/13/2013 - 5:00 PM	Board Workshop @ Board of Education, Teachers' Center, 500 Dusy Street
5/20/2013 - 5:00 PM	Regular Meeting @ Board of Education, Teachers' Center, 500 Dusy Street
6/17/2013 - 5:00 PM	Regular Meeting @ Board of Education, Teachers' Center, 500 Dusy Street

**Adjournment**

Mr. Jimmy Addison made a motion seconded by Mr. Chris Maddox to adjourn. The motion carried. Voting was as follows: "YEA" – Jones, Addison, Armstrong, Maddox. "NAY" – None. "ABSTAIN" – None.

The meeting adjourned at 7:01 p.m.

APPROVED: October 29, 2012

  
\_\_\_\_\_  
Dr. Harry Wayne Parrish, Chairman

  
\_\_\_\_\_  
Tim Wilder, Superintendent, Secretary