

**Bertie**  
*Strategically Planning For The 21<sup>st</sup> Century*  
**2008**

*Project Flow Chart*

**Bertie County  
 2008  
 Commissioners**

**2008  
 Steering Committee**

Bob Spivey, Chairman  
 C. Wood Beasley, III, Norman M. Cherry, Sr., Patricia Ferguson, Bill Hazelgrove, Joe Jernigan,  
 Norman Mebane, Larry Norris, Hattie Outlaw-Askew, Nancy Spruill,  
 Steve Biggs, Economic Developer  
*Ian Phyers, Project Manager; Lee Padrick, Technical Assistance*

*Education  
 Task Force  
 15 Members*

*Economic Development  
 Task Force  
 13 Members*

*HHS  
 Task Force  
 11 Members*

Robert Horton, Chairman	Jack Powell, Chairman	Dr. St. Paul Epps, Chairman
Jean Canada	Mike Bryant	Alice Balance
Shirley Davenport	Marshall Cherry	Allen Castelloe
Orlando Dobbins	Billy Griffin	Amy Castelloe
Earnest Howard	Linda Hoggard	Norman M. Cherry, Sr.
Freddie Johnson	David Joyner	Andy Flood
Marvin Kelly	Fred Jackson	Mike Freeman
Leander Outlaw	George Lee	Frank Harris
Bobby Parker	Tom Perry	Lester Outlaw
James Peele	Milton Robertson	Dr. Al Thompson
John F. Smith, Jr.	Tonza Ruffin	Lewis C. Hoggard, III
Henry Spruill	Jeffery Horton	Charles Angel
Judy Swain	Vivian Saunders	
Vernestine Speller		
Dale Vaughn		
Dr. Shirley Turnage, Technical Advisor	Steve Biggs, Technical Advisor	Morris Rascoe, Technical Advisor

# *Bertie 2008:*

## *STRATEGICALLY PLANNING FOR THE 21<sup>ST</sup> CENTURY*

*“It takes a lot of courage to release the familiar and seemingly secure, to embrace the new. But there is no real security in what is no longer meaningful. There is more security in the adventurous and exciting, for in movement there is life, and in change there is power”.*

*Alan Cohen*

*This report is a culmination of determination and many hours of hard work. The citizens of Bertie County embarked on this ambitious project to prepare the county for the 21<sup>st</sup> century. This report describes the goals and strategies we must pursue immediately to be the economically viable, well-educated and prosperous community we want to be in the year 2008.*

To begin the process of planning for the future of Bertie County, the **Bertie County Commissioners** initiated a new project in 2001 entitled: *Bertie 2008 - Strategically Planning for the 21<sup>st</sup> Century*. The Board believed that in order for this project to be successful, there needed to be effective and active citizen participation. In January of 2001 the Bertie County Commissioners conducted Town Hall meetings throughout the County, which were well attended. These meetings gave citizens the opportunity to express their concerns, grievances and needs within the county. An Executive Steering Committee was formed, composed of citizens from throughout the county to oversee the development, creation, and implementation of the *2008 Project*. This dedicated group of talented individuals making up the **2008 Steering Committee** became the guiding force behind the *Project*.

The 2008 Committee employed the highly respected community-planning tool called “strategic planning”. Like most planning models, strategic planning requires the analysis of a great amount of data to see the “big picture” the community. However, its strength lies in using the insight and knowledge of community residents to focus community efforts, in order to arrive at a succinct list of strategies that are most likely to be accomplished and most likely to have the highest impact within the foreseeable future.

A list of five major issues was developed as a result of community forums. The 2008 Committee took this list, established criteria for choosing which issues to explore and narrowed the list to three broad issues. These issues were selected to improve life in Bertie County. They have significant potential impact and they are areas where actions can be initiated. They are as follows:

- ❑ Education
- ❑ Health and Human Services
- ❑ Economic Development

The 2008 project created three Task Forces made up of professionals and residents who expressed interest in the project. Each task force had members that knew about the subject and a technical advisor, to develop strategies for these three areas. Over a course of six months, these task forces went through the process of studying and analyzing available data and collecting information from community groups, businesses and other agencies in an effort to develop a plan of action for getting the community where it wants to be in the year 2008.

For the purpose of this project the 2008 Steering Committee engaged the services of the NC. Division of Community Assistance (DCA) to manage and compile information about the county's population, economics, education, health and human services and other factual circumstances. DCA staff also facilitated the task force meetings.

The Bertie County 2008 Steering Committee has developed this report from the work developed by the Task forces. The Steering Committee is now charged with getting each strategy into the hands of those community members with the interest and resources to pursue it. As you read the following sections, look for those issues and strategies that are/appear important and feasible to you. Select issues that you think will have the most positive impact on the lives of your family and friends through the year 2008. Then, get in touch with someone listed in this report to offer your services! This is a working document and will be revisited periodically and updated.

Criteria Used to Narrow the Issues

1. Is the issue tangible, with a high probability of success?
2. Will the issue affect the lives of citizens in a positive manner?
3. Will the issue positively affect the future of Bertie County?
4. Will addressing the issue build goodwill in the community?
5. Is the issue an important one to the community?
6. Should the issue be addressed in the Bertie County 2008 project (as opposed to elsewhere)?
7. Will the issue touch many people?
8. Will the issue help the poorer people in the county?
9. Is there the possibility of regional impact and cooperation on the issue?

# HEALTH AND HUMAN SERVICES

**Mission:** *Improve the Health and Human Services System for all citizens of Bertie County, with special emphasis on youth, elderly and the disadvantaged*

**Findings:** The Bertie County Health and Human Services (HHS) Task Force's direction and leadership, we envisioned a coordinated HHS system that ensures quality services, cost effectiveness, support, and collaboration with other agencies. Every resident of Bertie County should be able to access and utilize available health and human services provided by the county. The Task Force conducted extensive research with the related health and human service providers within the county (health, aging, social services, emergency management, CADA, child and adult day care, youth & adult probation services) representatives from each of these organizations delivered presentations at the task force meetings. However, due to the volume of potential issues the Task Force decided to focus on the critical issues it felt could be productively addressed during the time frame of this project. They identified four (4) areas of need; these are essential in the lives of many in Bertie.

## Goals:

- 1. Educate the entire community on all programs provided by County Health and Human Services

**Rationale:** Presently services are not being utilized to their fullest potential. Therefore, by educating the residents of Bertie County about the services provided, this would empower them to become more productive citizens. Healthy people are more productive people generally.

Strategies	Responsible Person
1.1: Establish an oversight committee of HHS professionals	Commissioners
1.2: Compile a list of services offered and distribute to community	HHS Committee
1.3: Develop innovative ways to have town meetings	Churches & HHS Committee Schools
1.4: Involve faith community in process	HHS Agencies/Schools
1.5: Sponsor Health fairs at schools	Leaders and Public Officials
1.6: Shadow day - schools.	

- 2. Improve the effectiveness of the county transportation service within the County

**Rationale:** The existing transportation service does not fully meet needs of residents on the County. Policies and procedures relating to public and private cost share need to be articulated.

**Strategies**

**Responsible Person**

- 2.1: Educate public on existing CPTA routes HHS Agencies
- 2.2: Coordinate with CPTA to improve service area and frequency of busses HHS Committee/CPTA
- 2.3: Develop transportation services to serve people that work 2<sup>nd</sup> & 3<sup>rd</sup> shifts CPTA
- 2.4: Pursue grant opportunities to enhance existing service HHS Committee/CPTA

- 3. Seek alternative means of financing goals and strategies

**Rationale:** The relatively low tax base and high tax rate limits county funds; thus programs cannot be fully funded to meet goals

**Strategies**

**Responsible Person**

- 3.1: Hire a full time grant writer/manager Commissioners
- 3.2: Contact churches/civic organizations for in-kind contributions. HHS Committee/Commissioners

- 4. Improve response time of Sheriff department

**Rationale:** By improving response time, citizens will have a greater sense of security, knowing their call will be responded to in a timely fashion.

**Strategies**

**Responsible Person**

- 4.1: Upgrade communication system County Commissioners/  
Emergency services
- 4.2: Recruit additional officers, including minority and bilingual/Spanish speaking Sheriff
- 4.3: Increase staff for the purpose of allowing officers to attend training County Commissioners/Sheriff
- 4.4: Provide competitive salaries. County Commissioners

- 5. Develop and adopt a long range plan for Emergency Services

**Rationale:** County needs a long-range plan for future emergencies and unforeseen disaster

<b>Strategies</b>	<b>Responsible Person</b>
5.1: Improve communication capabilities	Emergency Services/ County Commissioners/Sheriff
5.2: Conduct a comprehensive review of fire, volunteer rescue & emergency management capabilities to determine future needs, requirements and abilities	EMC/County Manager’s Office
5.3: Develop and adopt a hazard mitigation plan	Emergency services/County Commissioners/Sheriff
5.4: Create fire marshal position for fire code enforcement of public buildings	County Commissioners/Fire Chief/EM director
5.5: Based on findings in 5.2, continue County volunteer rescue program	County Commissioners
5.6: Terrorism	Emergency Management/County Commissioners
5.7: Develop relationship with HOSA to gear students towards fire & rescue service occupations	Board of Education

***Bertie 2008 Health and Human services Task Force***

Dr. St. Paul Epps, Chair  
 Morris Rascoe, Technical Advisor  
 Larry Norris, Hattie Outlaw-Askew, Ex-Officio Members  
 Alice Balance, Allen Castelloe, Amy Castelloe, Norman M. Cherry Jr.  
 Andy Flood, Mike Freeman, Frank Harris, Charles Angel, Lester Outlaw,  
 Dr. Al Thompson, L.C. Hoggard III

# *ECONOMIC DEVELOPMENT*

**Mission: Create an environment that supports new and existing businesses by upgrading and improving the infrastructure to promote tourism, entrepreneurship, and the integration of technology by utilizing existing community values and natural resources.**

## **Findings:**

### → *Strengths*

- The County has a number of vacant industrial buildings.
- The proximity of US 17 and US 13 provides good roads for transportation.
- Bertie County has access to the Tri-County Airport and the Pitt-Greenville Airport.
- The area possesses tremendous tourism assets.
- The County has a railroad system with potential for expansion.
- Bertie County has a state-of-the-art medical facility.
- County leadership has established a Center for Community Technology.

### → *Weaknesses*

- The County needs improvement in workforce preparedness.
- The County needs better telecommunications infrastructure to recruit industry.
- The educational system suffers from a limited number of programs and low per capita expenditures per student.
- Racial relations in the County need improvement.

### → *Opportunities*

- The County has market potential as a retirement community.
- Bertie County needs to increase its political influence at the State and Federal levels.
- The County is a member of the Northeast Economic Development Region and can take advantage of regional initiatives.
- Bertie County has a number of heritage tourism sites that can be marketed.
- The proximity to Greenville is an advantage that the County possesses over neighboring counties.
- Utilize the region's business and technology center's education and development programs.
- Bertie County is currently undergoing natural gas infrastructure improvements. These improvements will encourage development throughout the county.

### → *Threats*

- The County is under pressure from regional environmental groups and these efforts can act as a barrier to economic development.
- Bertie County is primarily dependent on a forest production economy and agricultural economy.
- Existing industries in the County cannot get the same incentives to expand as new industries can to locate in the County.
- The County has no limited access roadways and improvements are needed for the County's transportation system.
- Out migration of youth

**Goals:**

- 1. Develop a program to raise our educational accomplishments to attract industrial prospects

**Rationale:** The County needs to improve the educational environment, prepare students to work in knowledge and service industry, and develop good life skills.

<b>Strategies</b>	<b>Responsible Person</b>
1.1: Develop a program to promote parental	Board of Education / County Parents
1.2: Recruit and retain qualified teachers	Board of Education
1.3: Reduce class size	Board of Education/ State legislators
1.4: Lobby to strengthen school discipline	Board of Education/County Parents
1.5: Expand tutorial program (after hour mentors)	Board of Education
1.6: Promote SAT improvement programs to increase test scores among all test takers	Board of Education
1.7: Utilize Faith Based Community for development programs	Churches

- 2. Develop a plan to promote Bertie County as a retirement community

**Rationale:** Retirees contribute to the tax base without requiring many County services.

<b>Strategies</b>	<b>Responsible Person</b>
2.1: Work with the Northeast Partnership's Retirement Task Force	EDC Director
2.2: Locate potential sites	EDC Director, ED Commission
2.3: Find investors	EDC Director



- 3. Develop database to track why businesses locate here and why they do not.

**Rationale:** It is important to determine why Bertie County loses industry to neighboring counties.

<b>Strategies</b>	<b>Responsible Person</b>
3.1: Utilize the Technology Work Center	NC Rural Center / EDC Director
3.2: Research and collect existing data	EDC Director / NE Commission
3.3: Maintain a log of successes / failures	EDC Director / NE Commission
3.4: Informally interview potential clients who chose not to locate Bertie County	EDC Director / NE Commission
3.5: Disseminate the information	EDC Director

- 4. Develop a plan to market Bertie County as a tourist destination

**Rationale:** The tourism industry is a good, clean industry that does not require large investments in infrastructure and takes advantage of existing resources.

<b>Strategies</b>	<b>Responsible Person</b>
4.1: Take an inventory of tourist sites	Chamber of Commerce
4.2: Coordinate County tourism efforts	EDC Director
4.3: Determine the target population	COG / Travel & Tourism
4.4: Market the County	Chamber of Commerce / EDC Director
4.5: Research possible revitalization efforts	Northeast Partnership
4.6: Improve the appearance of the County	County Commissioners
4.7: Recruit and locate a hotel	EDC Director

- 5. Improve Highway 13 and Highway 11 to four-lane roads

**Rationale:** Better access to interstate highways and ports would make Bertie County more attractive to industry.

<b>Strategies</b>	<b>Responsible Person</b>
5.1: Establish firm dates for planning, design, and construction in the North Carolina Department of Transportation's Transportation Improvement Program (TIP)	County & Towns
5.2: Recommend County and towns move forward with the Rural Planning Organization (RPO)	County & Towns
5.3: Lobby elected officials	Mayors & Commissioners Association

**Bertie 2008 Economic Development Task Force**

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 Mike Bryant, Marshall Cherry, Bill Griffin, Linda Hoggard, Fred Jackson,  
 David Joyner, George Lee, Jeffery Horton, Tom Perry, Milton Robertson,  
 Tonza Ruffin, Vivian Saunders

# *EDUCATION*

**MISSION:** Bertie County will have an education system that prepares its citizens to live worthwhile and productive lives in an ever-changing world. Bertie County will develop a system of education that utilizes technology to enhance teaching and learning, promotes positive, wholesome interactions between students, parents, schools and the community, and eliminate the achievement gap that exists between students.

**FINDINGS:** Education impacts upon all segments of our county. In order to assess the impact of education, and gather ideas from all segments of the county, the task force facilitated an open discussion with students and parents from across the county. The task force analyzed ideas from the participants, then studied three (3) major areas for possible intervention, technology, Pre-K readiness, low-achieving students, and community/parent involvement. The appendix contains a detailed report of the facts associated with the major areas for intervention. However, the task force feels that (1) Technology can be a support tool to reinvent schools so that all students achieve more and are better prepared (2) Pre-K Readiness programs can be used to prepare every child for success throughout his/her schooling, (3) Students and adults must be taught how to interact with each other and work together.

## **Technology**

**FINDINGS:** Currently, all Bertie County School offices and campuses have LANS and T-1 Internet access. At present, NCDPI maintains statewide low speed SNA connectivity for mainframe and midrange systems to support financial services, human resource systems, and bus garage applications. The Bertie County Schools financial systems are housed on the AS/400 and the bus garage systems are housed on the state ITS mainframe. All schools have integrated IP networks for all connectivity, instructional and administrative applications. The Bertie County Schools Local Area Networks use Novell for directory, file, and print services. Novell 4.11 and 8 are the primary network operating systems used for directory, file, and printing. A variety of server platforms are used to deploy applications. Compaq is the primary hardware platform for all servers for instruction. The RISC AS/400 is the primary platform for Human Resources and Financial systems. The wiring infrastructure for each LAN consists of Category 5 cabling with fiber-optic backbone support when required. The LAN topology is Ethernet and consists of patch panels, switches, hubs, servers, and PC's. One fileserver resides at each school site for instructional applications and a second server is utilized for SIMS at one middle school and the high school.

The classroom is the focal point for teaching and learning and although all classes are wired for Internet connectivity, some classes do not have computers. One computer in the classroom is no longer adequate or appropriate. There is a lack of printing devices and other peripherals, i.e. scanners, digital cameras, video cameras, assertive/adaptive devices for children with special needs. In the schools, the media centers and most classrooms are connected to the Internet via routers. In addition, teleconferencing capabilities are in place at the Central Office and Serendipity Alternative School. Progress is being made to have it available to all schools by the end of the 2001-2002 school year. Local communication devices are absent within the classrooms.

Some of the resources purchased at the local and school levels include Catalog Plus and Circulation Plus, Online Follet at the high school and middle schools. Students at all schools learn to use CD-ROM programs through instruction in the media centers and classrooms. Elementary and middle schools use Accelerated Reader and Computer Curriculum Corporation to enhance reading and math skills. All schools have word processing, spreadsheet, and database software. Most

computers have either Microsoft Office, Word Perfect, and/or Microsoft Works; however, some computers do not have enough memory to run word processing programs and the school's file server does not have enough hard drive space to add more programs. All elementary and middle schools have Test magic software (test items geared to the North Carolina Standard Course of Study for reading and math). The high school (test items for Algebra I, Algebra II, Physical Science, Biology, Geometry, and Computer Skills) and alternative school have access to it through the Central Office Instructional Department.

All schools have access to the Internet and all students are required to have an Acceptable Users Policy (signed by parent/guardian) on file at the school before using the Internet at the school. Each employee of the school system has access to an e-mail account through the Bertie County Schools domain and Web access. Public data and contact information about Bertie County Schools are available at all times on the school website.

**GOALS**

- To provide technology that will enable students to interact with and explore the world, bringing a wealth of information and experiences into the classroom thus potentially overcoming geographical isolation, physical barriers, and economic hardships.
- To provide technology which encourages student creativity and self-direction and preparation for responsible citizenship within the community, nation, and world.
- To provide technology that will assist every teacher, parent and student to be successful, foster mastery of basic skills and develop of critical thinking and problem-solving abilities.

**RATIONALE:** Technology can be a support tool to reinvent schools so that all students achieve more and are better prepared for the workplace. Teachers will integrate technology into the teaching and learning process to allow students to solve problems, improve productivity, and gain skills to prepare them for future education and a highly competitive global workforce.

<b>Strategies</b>	<b>Responsible Person</b>
1.1: Utilize available funds by pooling resources	County Commissioners, Board of Education, and Manager of Fiscal Services, Bertie County Public Schools
1.2: Continue and cultivate private/public partnerships	Businesses and Board of Education
1.3: Obtain additional funds from County and State governments, Utilize grant writers	County Commissioners, Board of Education and State Legislature
1.4: House technology facilitator in every school to offer support for equipment and teachers' questions and concerns for hardware, software and curriculum integration	Office of Human Resources, Bertie County Public Schools
1.5: Continue focus of technology integration in staff development offerings	Director of Professional Growth, Bertie County Public Schools

<b>Strategies</b>	<b>Responsible Person</b>
1.6: Provide up-to-date hardware that supports available software and peripherals that will allow teachers to teach effectively	Director of Technology and Manager of Fiscal Services, Bertie County Public Schools
1.7: Provide software which will prepare teachers to teach and plan effectively using latest technology and software	Director of Technology and Manager of Fiscal Services, Bertie County Public Schools

### **Pre-K Readiness**

**FINDINGS:** An examination of information gathered indicates that programs operated by the public school system under the guidelines set by the North Carolina State Department of Public Instruction, to programs operating in private homes has little or no structure. Few outside of the school system follow standard courses of study prescribed for preschool children.

Currently there are three primary factors on the national level that support the need for preschool education for every child:

- ❖ There is strong evidence to support the argument that high-quality, early education programs are critical in boosting at-risk children’s readiness.
- ❖ In numerous surveys, teachers report that a substantial number of children who lack Pre-K readiness, experience significant problems in transition to kindergarten.
- ❖ The failure of many children to learn to read and write, the wide achievement gap between white and minority students, who come from low-income families have resulted in new attention on early childhood education.

Thus, the task force committee concluded that Pre-K readiness programs offer the best means of preparing every child who enters kindergarten in Bertie County for success in achieving at or above grade level throughout his/her schooling.

**GOAL:** To enroll every Pre-K child in an approved program that operated under state standards.

To implement the principles and definition of school readiness which are recommended by the North Carolina Ready for School Improvement Panel.

**RATIONALE:** According to information available, present child care centers operating within Bertie County number thirty-two. The centers report 101 four-year old children enrolled. There are four centers operated by Bertie County Schools. Twenty-eight are privately owned and operated.

Curriculum used range from state mandated to the unwritten or undefined. Staff educational requirements range from Early Childhood Certification too less than a high school diploma. There are extremely wide disparages in types and levels of support services provided in different centers, services from such agencies as the Health Department; Exceptional Children Services;

language specialists; media specialists; technology; career education; social services and physical education.

Having certified staff persons to assess the needs of all children and trained personnel to develop individual prescriptions based upon data collected is crucial in the operation of more efficient Pre-K readiness programs.

<b>Strategies</b>	<b>Responsible Person</b>
2.1: Request funding for full-time Pre-K Readiness Coordinator to bring all existing programs under same guidelines, within two years.	Board of Education and Board of County Commissioners
2.2: Formulate local task force on closing achievement gap. (Using state format)	Board of Education and Board of County Commissioners

**Disruptive Students**

**FINDINGS:** Problems that begin in early childhood fester and escalate; thus reducing the ability of an underachieving student’s matriculation through the school system. Undiagnosed and untreated, the problems manifest themselves in communities, on school buses and especially within the school environment. The following statistics for the 1999-2000 year in Bertie County, illustrates the magnitude of dysfunctions,

- ❖ 40 youths were admitted to juvenile crime prevention programs
- ❖ 64 youths were committed to support programs such as Support Our Students
- ❖ 1 youth was admitted to camp or Guided Growth Program
- ❖ 2 youths were admitted to multi-purpose juvenile homes
- ❖ 18 youths were admitted to detention centers
- ❖ 44 students enrolled in the local alternative school
- ❖ 3 youths were admitted to youth development centers

Student suspension information for 1999-2000 and 2000-2001 school terms. Data includes Elementary and High Schools.				
	<b>1999-2000</b>		<b>2000-2001</b>	
	Elementary/High School		Elementary/High School	
Number of students out on school suspensions	96	940	290	992
Number of days lost due to school suspensions	419	3,996	772	3,632

Note: ■ Elementary school  
Comparative data prior to the year 1999, not available

For 2000-2001, there was an increase of 52 suspensions over the year 1999-2000, at the High school level. In elementary schools there was an increase of 194 suspensions during the same time period. Resulting in

A decrease of 364 days lost due to suspension was recorded in 2000-2001 when compared to the year 1999-2000.

Compared to school year 1999-2000 to 2000-2001 from the six public elementary schools in the county there was a significant increase in the number school days lost (353).

The North Carolina Department of Public Instruction provided the following information on “Factors Associated with the Minority Achievement Gap”.

- ❖ Low-income minority students may interpret the differences they perceive between themselves and the culture of the school as evidence that academic success is actually undesirable.
- ❖ “Skin color” determines what adults expect from thousands of children and what those children ultimately expect of themselves.
- ❖ When socio-economic status is defined in strictly social and economic terms, it accounts for about a third of the Black-White test score gap. The poverty factor is exacerbated by the tendency of high poverty schools to have high turnover rates, which slows down the curriculum.
- ❖ Disproportionately fewer Black and Hispanic students take challenging academic courses than White students enroll in.
- ❖ Black students might form peer groups that disengage from academic competition due to shared stereotype anxiety.
- ❖ The qualifications of teachers, affects student achievement and are major variables in improving student learning and achievement.
- ❖ In 1998, only about 63% of all African-American children and only 37% of all Latino children were enrolled in center-based pre-school programs led by early childhood.
- ❖ Students tend to perform according to their perceptions of how their teachers expect them to perform.
- ❖ The damaging efforts of poverty on student achievement can be reduced with smaller class sizes.

## **GOALS:**

- ❖ To assist teachers in recognizing the symptoms which characterize low and underachieving students who often become disruptive.
- ❖ To provide more at-risk student opportunities to improve self-esteem in a structured environment outside of school hours.
- ❖ To diminish some of the factors contributing to student confrontations in class, on school grounds and on school buses.

**RATIONALE:** Student must be taught alternatives to improper behavior under the guidance of well-trained teaching staff. Due to the many adverse experiences a child faces early in life at home, survival becomes the number one priority. Many of the low performing students are taught to fend for themselves at

any cost. Strategic interventions at an early age will help in eradicating many of the symptoms before they become ingrained.

<b>Strategies</b>	<b>Responsible Person</b>
3.1: Request funding to train a cadre of teachers and staff from each K-6 school dealing with Sensitivity to Differences	Board of Education
3.2: Write a grant to fund summer camp for 100 K-6 students who exhibit severe behavior problems, absentee problems, disengaged, etc.	Board of Education and County Commissioners
3.3: Establish year-round tutorial programs for K-6 students in community centers, churches. Use grant funds to provide transportation and snacks after school	Board of Education, churches, concerned citizen groups, parents & County Commissioners
3.4: Employ two full-time social workers to work with K-6 students. Funding to come from grants.	Board of Commissioners and Board of Education

### **Bertie 2008 Education Task Force**

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