



**IGNITING LIMITLESS POTENTIAL**

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# MEET & CONFER COMMITTEE MEETING

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December 18, 2025



# Meet & Confer Committee Meeting Agenda

- Opening/Introductions (5 mins.)
- Classified Pay (15 mins.)
- Bereavement Leave (10 mins.)
- Administrative Salary Administration Policy (30 mins.)
- Grievance Policy (30 mins.)
- School Safety (25 mins.)
- Closing/Action Steps (5 mins.)



# Meet & Confer Committee Meeting Norms

- Maintain a student driven focus.
- A shared commitment to focus on solving issues in the district.
- Start on time and end on time.
- Identify desired outcomes at the start of the meeting and deliverables at the end of the meeting.
- Understand non-closure as resolutions may not be immediate.
- Assume positive intent and own the impact of actions.
- Be respectful.
- Allow constructive friction.
- Listen to understand.
- Be aware of positionality. (i.e. race, gender, role, etc.)
- Exercise equity of voice. (step up, step back)
- Be present and engaged.
- Stay future focused.

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# CLASSIFIED PAY

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Jeremy Teetor



## Bi-Weekly Pay

- Administration will provide an educational video on the other implications of bi-weekly pay and send a survey to classified employees in January
- We will use this data to gauge which pay groups have the greatest interest so that we can determine a potential plan to phase it in
- Processing pay for all classified staff bi-weekly would necessitate one additional payroll supervisor and three additional payroll technicians at a cost of approximately \$476,000



# Compensation

- Finance will redact names from our files used to calculate costs of model salary schedules and share next week along with answers to the other questions
- Superintendent's recommended budget likely to reflect a proposed across the board classified pay raise that would in effect increase the minimum wage (contingent upon county funding)

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# BEREAVEMENT LEAVE

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Jeremy Teetor and Dr. Tanya Giovanni



# Bereavement Leave

- At present, North Carolina statutes do not create added paid leave days for public school employees to cover bereavement, nor does DPI's Benefits Manual.
- The Benefits Manual does include the "death of an immediate family member" as a permissible reason to use accrued sick leave.
- The Benefits Manual defines "immediate family" to mean: spouse, children, parents, brothers, sisters, grandparents, grandchildren, and dependents living in the employee's household. It also includes the step, half, and in law relationships.

# Bereavement Leave

The Governor issued an Executive Order to create paid bereavement leave for certain state employees, but it does not apply to public school employees.



## State of North Carolina

**ROY COOPER**  
GOVERNOR

November 1, 2024

**EXECUTIVE ORDER NO. 325**

### **PROVIDING ENHANCED LEAVE OPTIONS FOR ELIGIBLE STATE EMPLOYEES**

**WHEREAS**, no one should have to choose between a paycheck and taking time off to grieve or make final arrangements for a loved one; and

**WHEREAS**, having additional paid time off to grieve following the loss of a loved one can help alleviate some of the stress a person may experience during a difficult time in their lives; and

**WHEREAS**, currently, state employees, including those impacted by Hurricane Helene, may face shortages of available leave to grieve; and

**WHEREAS**, bereavement policies help promote a productive workplace by ensuring that employees have time off to grieve and recover from their loss; and

**WHEREAS**, pursuant to Article III of the Constitution of North Carolina and N.C. Gen. Stat. §§ 143A-4 and 143B-4, the Governor is the chief executive officer of the state and is responsible for formulating and administering the policies of the executive branch of state government; and

**WHEREAS**, pursuant to N.C. Gen. Stat. § 147-12, the Governor has the authority and duty to supervise the official conduct of all executive and ministerial officers; and

**WHEREAS**, pursuant to N.C. Gen. Stat. § 143B-10(j)(3), the head of each principal state department and the Director of the Office of State Human Resources ("OSHR") may adopt policies, consistent with law and with rules established by the Governor and with rules of the State Human Resources Commission ("Commission"), which reflect internal management procedures within each department, including policies governing the conduct of employees of the department; and

**WHEREAS**, pursuant to N.C. Gen. Stat. § 126-4, the Commission shall establish state human resources rules and policies subject to approval of the Governor; and

**WHEREAS**, pursuant to N.C. Gen. Stat. § 126-4, the Commission has established that "[a]dministration of the leave program within the scope of established policy shall be the responsibility of the agency head," 25 N.C. Admin. Code 01E .0101.

**NOW, THEREFORE**, by the authority vested in me as Governor by the Constitution and the laws of the State of North Carolina, **IT IS ORDERED**:

# Bereavement Leave

There are currently a couple of bills pending in the General Assembly that, if enacted, would create paid bereavement leave for state employees and public school employees, specifically H810 and S549.

GENERAL ASSEMBLY OF NORTH CAROLINA		
SESSION 2025		
H		1
HOUSE BILL 810		
Short Title:	State Employee Bereavement Leave/Up To 40-Hrs.	(Public)
Sponsors:	Representatives Hawkins, White, and Cotham (Primary Sponsors).	
	For a complete list of sponsors, refer to the North Carolina General Assembly web site.	
Referred to:	Appropriations, if favorable, Rules, Calendar, and Operations of the House	

April 8, 2025

1 A BILL TO BE ENTITLED  
2 AN ACT PROVIDING STATE EMPLOYEES PAID WITH BEREAVEMENT LEAVE OF UP  
3 TO FORTY HOURS ON DEATH OF AN IMMEDIATE FAMILY MEMBER AND EIGHT  
4 HOURS ON DEATH OF A COLLEAGUE AND APPROPRIATING FUNDS FOR THAT  
5 PURPOSE.  
6 The General Assembly of North Carolina enacts:  
7 **SECTION 1.(a)** Effective July 1, 2025, Article 2 of Chapter 126 of the General

GENERAL ASSEMBLY OF NORTH CAROLINA  
SESSION 2025

S		1
SENATE BILL 549		
Short Title:	State Emp. Leave/Bereavement/Pregnancy Loss.	(Public)
Sponsors:	Senator Murdock (Primary Sponsor).	
Referred to:	Rules and Operations of the Senate	

March 26, 2025

1 A BILL TO BE ENTITLED  
2 AN ACT PROVIDING STATE EMPLOYEES WITH PAID LEAVE DESIGNATED FOR  
3 BEREAVEMENT AND FOLLOWING A PREGNANCY LOSS AND APPROPRIATING  
4 FUNDS FOR THOSE PURPOSES.  
5 The General Assembly of North Carolina enacts:  
6 **SECTION 1.(a)** Effective July 1, 2025, Article 2 of Chapter 126 of the General  
7 Statutes is amended by adding a new section to read:  
8 "**§ 126-8.7. Paid leave for pregnancy loss.**  
9 (a) The State Human Resources Commission (Commission) shall adopt rules and policies  
10 to provide that a permanent, probationary, or time-limited full-time State employee shall be  
11 granted paid leave for pregnancy loss. For the purposes of this section, the term "pregnancy loss"  
12 means a miscarriage, an unsuccessful round of intrauterine insemination or of an assisted  
13 reproductive technology procedure, a failed adoption arrangement, a failed surrogacy  
14 arrangement, or a diagnosis or event that impacts pregnancy or fertility.  
15 (b) The Commission shall adopt rules and policies to provide that a permanent,  
16 probationary, or time-limited part-time State employee shall be granted a prorated amount of  
17 paid leave for pregnancy loss on an equitable basis.  
18 (c) The rules and policies adopted by the Commission shall include the following  
19 requirements, at the minimum:  
20 (1) That the duration of leave for pregnancy loss shall be not less than 56 hours  
21 of paid leave.  
22 (2) That an employee requesting the paid leave shall submit a request for leave to  
23 process and address their own health needs and the health needs of their  
24 partners during the time period following a pregnancy loss.  
25 (3) A period of minimum service before an employee becomes eligible for paid  
26 leave under this section. The rules shall provide that the period of minimum  
27 service may be met by aggregating employment at any of the following:  
28 a. State agencies, departments, and institutions, including The University  
29 of North Carolina.  
30 b. Public school units that provide paid leave in accordance with this  
31 section.  
32 c. Community colleges located in this State.  
33 (d) The leave authorized by this section:  
34 (1) Is available without exhaustion of the employee's sick and vacation leave and  
35 is awarded in addition to shared leave under G.S. 126-8.3, or other leave  
36 authorized by State or federal law.

new section to read:  
**leave.**  
tions apply in this section:  
A coworker with whom the employee worked at the employee's  
y, if the coworker worked for the agency within one year of their  
  
mily member. — A spouse, parent, child, sibling, grandparent,  
r dependent living in the employee's household. The term  
tep, half, adoptive, foster, in-law, legal ward, and in loco parentis  
  
sources Commission (Commission) shall adopt rules and policies  
bationary, or time-limited full-time State employee is granted up  
ng the loss of an immediate family member and up to eight hours  
es for bereavement following the loss of a colleague.  
all adopt rules and policies to provide that a permanent,  
art-time State employee shall be granted a prorated amount of  
uitable basis.  
ies adopted by the Commission shall include the following  
  
loyee requesting paid bereavement leave submit a statement  
me and relationship of the deceased.  
re eligible for paid bereavement leave immediately upon being  
loss that occurs on or after the first day of work with the agency.  
nit on the number of uses of paid bereavement leave, if the leave  
ss of an immediate family member or colleague.  
y time required to travel to and from and to attend a funeral or  
al event of a colleague is allowed, but not to exceed eight hours.  
y only be used on the date of the funeral or other memorial event.

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# **SALARY ADMINISTRATION POLICY**

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Dr. Tanya Giovanni

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# Establishing Equitable Stipends and Extra Duty Pay

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# Purpose and Objectives

## **Fairness and Transparency**

The policy ensures fairness and transparency in compensating staff for extra duties beyond their main roles.

## **Recognition and Morale**

It promotes recognition of additional responsibilities and boosts staff morale through proper compensation.

## **Compliance and Trust**

The policy aligns with legal requirements, avoids arbitrary decisions, and fosters trust among employees.

## **Sustainable Equity Framework**

It creates a sustainable framework that adapts to evolving needs while maintaining equity across roles and departments.



# Identifying Issues in Existing Stipend & Extra Duty Compensation

## **Inconsistent Stipend Amounts**

Stipends/extra duty pay varies widely due to lack of standardized guidelines, causing inequity among employees.

## **Unclear Eligibility Criteria**

Absence of clear eligibility rules leads to perceptions of favoritism and dissatisfaction.

## **Budget and Funding Issues**

Unclear encumbrances and funding sources make fair compensation difficult to forecast and budget.

## **Need for Comprehensive Review**

Addressing compensation gaps requires stakeholder input and alignment with organizational goals.

# Policy 7501-Governing Principles for Salary Administration

## GENERAL PRINCIPLES

The philosophy of Durham Public Schools is to provide competitive salary schedules and compensation designed to recruit, retain, and reward high quality and effective staff. Durham Public Schools shall administer compensation programs in an equitable, fair, and consistent manner. Our guiding principles are as follows:

**Competitive Compensation:** DPS is committed, within available funds, to offering salaries that align with the relative labor market for each position, enabling the district to recruit and retain the most capable and competent employees.

**Fair Placement:** All employees will be placed on the appropriate salary schedules based on the job description, experience, and qualifications.

**Equitable Administration:** Placement and movement on the salary schedules will be administered fairly and consistently, promoting a culture of transparency and equity throughout our district.

**Recognition of Relevant Experience:** The district values the contributions of experienced staff members. Credit for verified experience will be considered for salary placement.



# Structure and Criteria for Allocation

## Clear Categories for Duties

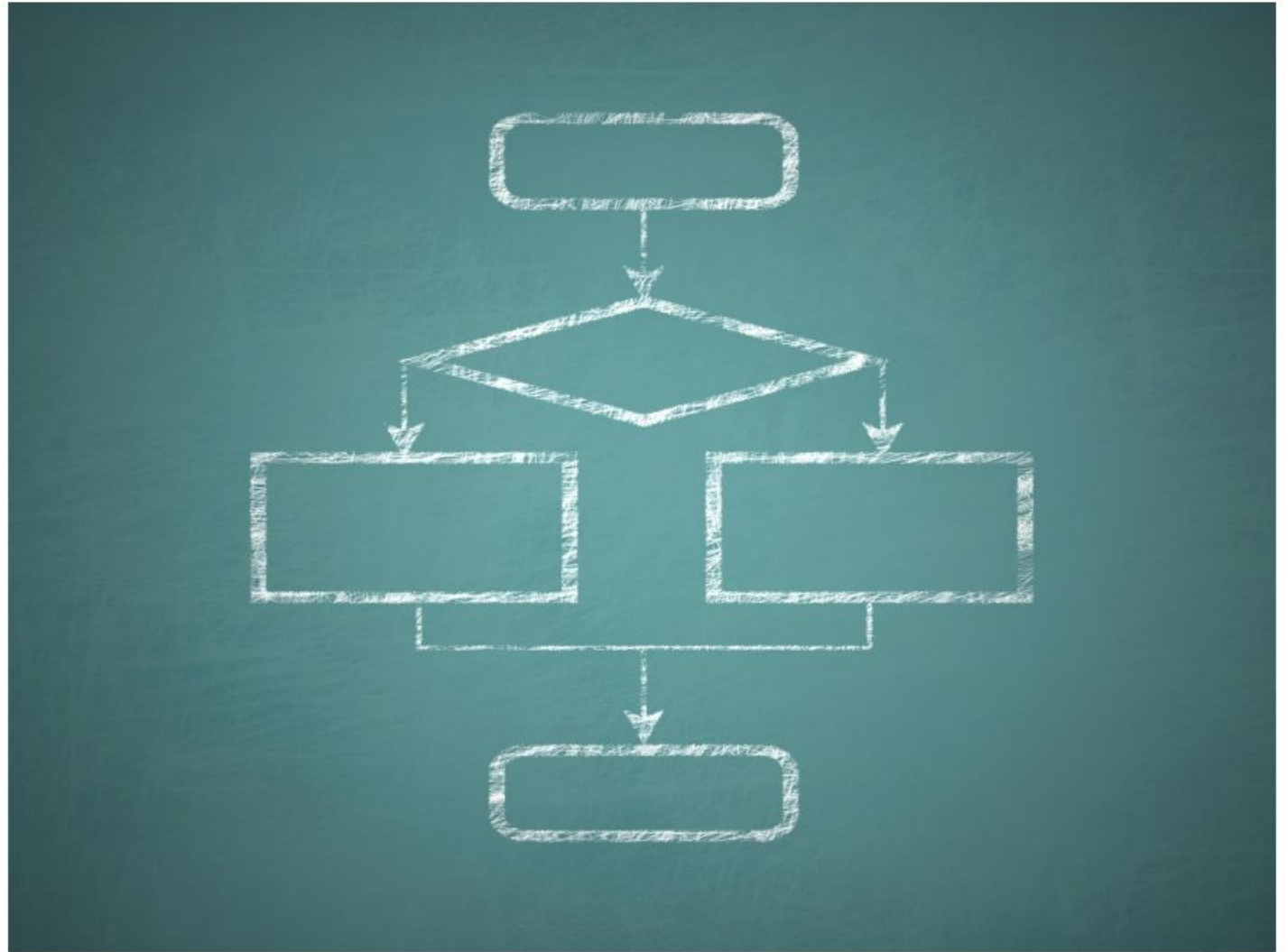
Define distinct categories such as supervisory roles, extracurricular activities, and program coordination for stipend allocation.

## Criteria for Stipend Allocation

Consider time commitment, complexity, and impact on student outcomes to allocate stipends fairly and effectively.

## Tiered System and Accountability

Use a tiered system to differentiate stipends and outline approval, documentation, and funding processes for accountability.



# Objectives of Streamlining and Codifying Stipends and Extra Duty Process

- To assist in a system-wide interpretation and implementation of extra compensation for overload responsibilities and prevent over and under compensation.
- To track the use of extra duty compensation.
- To compensate fairly for unanticipated activities which have not become part of a job description or workload or to exercise fiscal conservation by avoiding the creation of additional FTEs when stipends or extra duty can allow for the work to be performed at a savings.
- To establish a means by which systemic and uniform authorization is received for activities requiring extra compensation and to establish procedures to monitor the time commitment required to perform the extra work.
- To allow supervisors flexibility in making program modifications after normal planning processes have been completed.



# Feedback prompts

What are the concerns that the committee is hearing?

What are some extra workloads that warrant a stipend or extra duty?

What are the ideas to ensure equitable and fair compensation within budget?

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# GRIEVANCE POLICY

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**DURHAM**  
PUBLIC SCHOOLS

DAE

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# SCHOOL SAFETY

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Dr. Anthony S. Lewis



## **PRIORITY 2**

### **Provide a Safe and Healthy School Environment that Supports the Whole Child**

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*Strengthen the vital social and emotional supports necessary for student success.*



**"The child who is  
not embraced by  
the village will  
burn it down to  
feel its warmth."**

**- African Proverb**



# Relationships Matter

## Intentional Design for Developing Authentic Relationships with Students (SEARCH Institute)

- Express Care – “Show me that I matter to you”
- Challenge Growth – “Push me to get better”
- Provide Support – “Help me complete tasks and achieve goals”
- Share Power – “Treat me with respect and give me a say”
- Expand Possibilities – “Connect me with people and places that broaden my world”



U.S. Department of  
Homeland Security  
**United States  
Secret Service**  
February 2018



## Making Schools Safer

Ensuring safe learning environments for elementary and secondary school students, educators, administrators, and others is essential. Everyone – whether a member of the school community or even a resident of the local area – has a role in identifying potential threats to a school and sharing that information with those who can take action to assess and manage the risk posed. Although infrequent, a single act of a targeted school attack impacts students, teachers, the local community, and at times the entire nation. Consider what role you can play in the larger efforts to make our schools safer.

### WHY THE U. S. SECRET SERVICE?

After a series of high profile school-based attacks, the U.S. Secret Service partnered with the U.S. Department of Education Office of Safe and Drug-free Schools to study targeted school violence. This study, the *Safe School Initiative*, published in 2002, examined school-based attacks carried out by current students or those who had recently left school. The study created a foundation of knowledge and guidance related to threat assessment – that is identifying, assessing, and managing risks – in K-12 schools. Following the study, the Secret Service again partnered with the Department of Education on an effort that examined why students who had information about a planned attack either withheld or came forward with the information. This second study, published in 2008, identified aspects of a school's climate that either facilitated or hindered information sharing. Since then, the Secret Service, through its National Threat Assessment Center, has continued to provide training to thousands of school administrators, faculty, staff, and law enforcement on developing innovative programs that foster safer school climates, enhance the trust students have in school staff and administrators, effectively identify potential threats, and assess and handle them in a thorough and systematic way.

### WHAT ARE THE CHALLENGES?

There are many aspects to creating positive school climates and enhancing school safety. School administrators manage reports of all types of concerning behavior, ranging from vandalism to bullying, fights to drugs, suicidal behaviors and violence. With limited resources, schools must be creative in how they address these issues.

### WHAT ARE SOME CONSIDERATIONS?

It is impossible to prevent all incidents, but creating a **Comprehensive Prevention Plan** and reviewing procedures to identify gaps can reduce the likelihood that a violent attack may occur. There are several facets to a prevention plan:

**Build Relationships** – Trusting relationships between adults and students are the product of quality connections, respectful communications, and frequent interactions. Schools in which students feel connected to each other and to adults promote a safe educational environment and encourage communication between students and teachers. Start building relationships between the students and the school before the first day of class. Ensure each student has a trusting relationship with an adult, whether it is a teacher, coach, member of the custodial staff, or a school nurse.

# Safety & Security Measures

- Strong relationships & open communication
- Preventative safety & social-emotional well-being educational programming
- District & school crisis plans & procedures
- Standard Response Protocol
- Safe Schools Online Training
- Safety drills
- School mental health teams
- Crisis Support Team
- Automated notification system
- See Something Say Something & Text-A-Tip
- School rules & Board Policies identify expectations & consequences
- Partnerships with law enforcement, fire/medical services, & Bert Nash
- DCSO assigns school resource officers to middle and high schools
- Secure school main entries
- Bond construction addressed building safety & security
- Internal & external surveillance cameras



# The Final Report and Findings of the Safe School Initiative

## United States Secret Service and United States Department of Education

1. Incidents of targeted violence at school rarely are sudden, impulsive acts.
2. Prior to most incidents, other people knew about the attacker's idea and/or plan.
3. Most attackers did not threaten their targets directly prior to advancing the attack.
4. There is no accurate or useful profile of students who engaged in targeted school violence.
5. Most attackers engaged in some behavior, prior to the incident, that caused others concern or indicated a need for help.
6. Most attackers had difficulty coping with significant losses or personal failures. Many had considered or attempted suicide.
7. Many attackers felt bullied, persecuted, or injured by others prior to the attack.
8. Most attackers had access to and had used weapons prior to the attack.
9. In many cases, other students were involved in the attack in some capacity.
10. Despite prompt law enforcement responses, most attacks were stopped by means other than law enforcement intervention and most were brief in duration.

**Table 1. Characteristics Associated With Targeted Violence: Individual Factors and Behaviors**

	<b>Characteristics</b>	<b>Shooters</b>																		<b>Results</b>	<b>Percentage</b>
		<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>	<b>K</b>	<b>L</b>	<b>M</b>	<b>N</b>	<b>O</b>	<b>P</b>	<b>Q</b>	<b>R</b>		
1	Poor coping skills		x	x	x	x	x		x	x	x	x	x	x	x	x	x	x		15	83
2	Lack of resiliency	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	17	94
3	Signs of depression		x	x					x	x	x	x		x		x	x	x	x	11	61
4	Alienation /bullied		x	x	x			x	x	x	x		x	x	x	x	x			12	67
5	Lack of empathy	x		x	x		x		x	x	x		x		x	x		x		11	61
6	Exaggerated need for attention		x	x	x	x				x	x			x		x	x			9	50
7	Anger management			x	x	x	x		x	x	x		x		x	x	x			11	61
8	Behavior relevant to carrying out threat			x	x	x	x		x	x	x	x		x		x	x			11	61
9	Psychiatric diagnosis prior to shooting								x	x		x	x		x	x	x			7	39
10	History of discipline problems at school		x		x	x	x		x	x						x	x			8	44
11	History of law enforcement problems					x			x	x	x						x	x		6	33
12	History of making threats of violence			x	x	x	x	x	x	x	x	x		x		x	x			12	67
13	Previous threats/ attempts at suicide		x	x		x		x	x		x	x	x	x		x	x			11	61
14	Completed suicide following shooting									x		x				x	x	x		5	28
15	Obsession with violent media	x			x	x			x	x	x					x	x			8	44



# School Safety Dialogue

1. What safety concerns are members reporting most frequently across schools?
2. What current safety protocols are working well, and where do they need improvement?
3. What trends are staff observing in student behavior that may affect safety?
4. What additional training or resources would better prepare staff to respond in emergencies?

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# CLOSING - ACTION STEPS

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Meet & Confer Committee