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Orange County Board of Education Meeting

November 7, 2022

Dr. Monique Felder, Superintendent

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Mission

Our mission is to educate students in a safe, inclusive environment where we engage, challenge, and inspire them to reach their maximum potential.

Vision

Preparing every learner for lifelong service and success

Belief Statements

1. Value Diversity
2. Put Students First
3. Excellence in All We Do
4. Prioritize Equity
5. Provide a Safe Environment
6. Serve the Whole Child
7. Inclusive Culture & Climate Starts with Us
8. Accountability in All We Do
9. Collaborate To Do Great Work





Welcome!

Call to Order:

- Public Charge
- Pledge of Allegiance
- Moment of Silence

Strategic Plan Outcome Goals

1

Teaching Tomorrow's Leaders

2

Excellence & Efficiency

3

Exemplary Staff

4

Empowering Culture



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Recognitions



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Native American Heritage Month



Veterans Day

THANK YOU
VETERANS

HONORING ALL WHO SERVED • 11TH NOVEMBER • VETERANS DAY

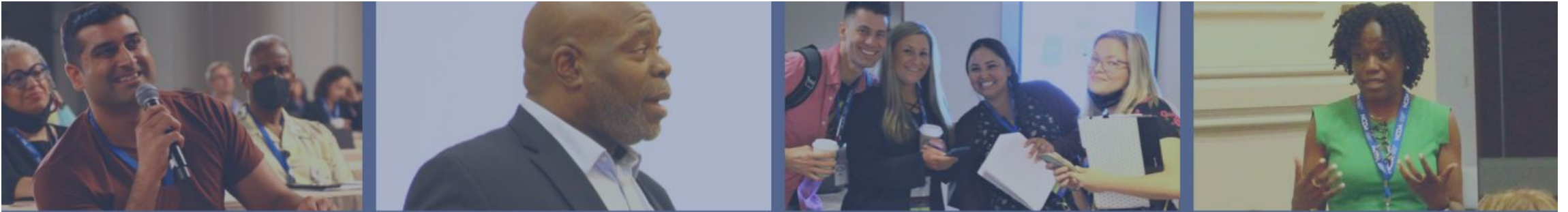


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National Career Development Month



NCDA INSPIRING AND EMPOWERING



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Agenda Adoption



Agenda

III. A. Equity Task Force Work Session/Information Item

IV. A. Update on Equity Plan & Equity Training for BOE Discussion/Action Item

IV. B. Courageous Conversations Contract Discussion/Action Item

IV. C. School Improvement Plan for Gravelly Hill Middle School Discussion/Action Item

V. Spotlight on the Dual Language Program at New Hope Elementary School
Work Session/Information Item

VI. Closed Session (if necessary)

VII. Adjournment

Public Comments



Board Comments



Consent Agenda



Consent Agenda

- | | | | |
|----|---|----|--|
| 01 | Minutes | 09 | Contract for Bus Fuel Purchase |
| 02 | Personnel Report and Recommendations | 10 | Mechanical Bid Certification & Contract Award Central Elementary School Mechanical Upgrades Phase 2 |
| 03 | Enterprise Funds Report 1st QTR FY2023 | 11 | Career Coach Grant Partnership with Durham Tech; 5-Year Cycle 2023-2024 to 2027-2028 |
| 04 | Historically Underutilized Business FY2023 1st Quarter Procurement Reporting | 12 | Grant for Outdoor Learning Classroom: North Carolina Heritage Grant for Central Elementary School |
| 05 | Equipment, Materials, & Supplies Purchasing 1st QTR FY2023 | 13 | Board Policy 2230 : Board Committees First Reading |
| 06 | FY 2023 1st Quarter Service Contracts between \$30,000 - \$50,000 | 14 | Retitling of Two ESSER Funded Mental Health Counselor Positions to Student Support Coach Positions |
| 07 | K-3 Individual Class Size Waivers for 2022-2023 | 15 | Request for Additional Staffing & Relocation Stipend for Out of State Candidates in Hard-to-Fill Positions for Gravelly Hill Middle School |
| 08 | North Carolina Department of Health & Human Services (NCDHHS) Grant Funding for State Contract StrongSchools NC | 16 | Capital Improvement Plan & Building Renovations: Flooring Replacement Projects (Hillsborough Elementary School & Pathways Elementary School) |

Discussion/ Action Items



School Improvement Plan for Gravelly Hill Middle School

11.07.22

Dr. Gwen Roulhac, Principal, Gravelly Hill Middle School

Laurie Carr, Chief of Schools & Achievement

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School Improvement Plan Development

School-Based Planning Process

- **Root Cause Analysis**
- **Key Indicator Assessment**
 - *Once assessed, indicators become OBJECTIVES*
- **Selection of 3-5 Priority Objectives for School**
- **Action Steps Identified Toward each Objective**
- **Plan Monitoring**

Additional School Support

Staffing	Support	Long-Term
1 New Assistant Principal Position	District Support & Improvement Team	Tutoring with Transportation
2 New Classroom Teacher Positions	Continued Recruitment, Screening, Interviewing Support	<i>New Positions will lead to teaming stability for PLS</i>
Temporary Lunch Monitors - <i>to alleviate Principal for administrative duties</i>	Substitute Teacher Training	
Continued Temporary Reassignment of Some Central Services Personnel	C&I Developed Common Formative Assessments (CFAs) in Collaboration with Teachers	
	Continued Instructional Coaching	
	Prioritization of Service by New Mental Health Coordinator	

Current Vacancies

- **Three Mathematics Positions**
 - **Two 7th grade Classroom Teachers**
 - **One 8th grade Classroom Teacher**
- **One Exceptional Children Classroom Teacher**
- **One Daily Substitute Teacher**

Action

The Superintendent recommends the Board of Education approve the plan as presented.

Questions?

Work Session/ Information Items





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Equity Task Force Presentation

November 7, 2022

Mr. Lee A. Williams, II, Chief Equity Officer

Kumar Sathy, Equity Facilitator

OCS Equity Task Force

Rationale

- Review Purpose of Equity Task Force
- Make recommendations to BOE
- Community Dialogue



Purpose of Equity Task Force



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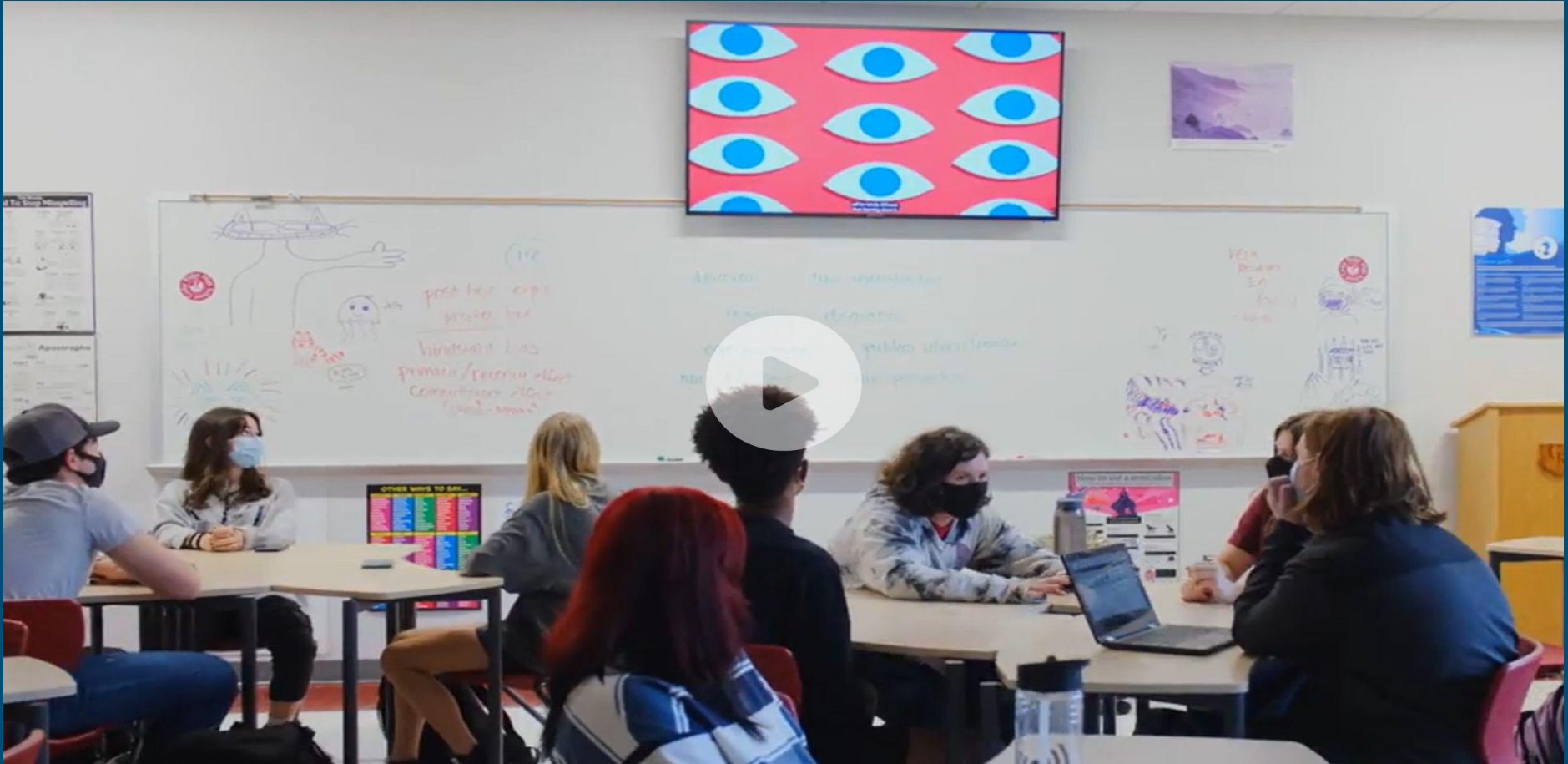


Purpose of Equity Task Force

The Equity Task Force shall continue to be in place for the purpose of advising the Board and the Superintendent with regard to matters of equity in Orange County Schools. The Equity Task Force shall be comprised of a broad group of racially diverse stakeholders including but not limited to students, parents, administrators, and community members. The Board shall hold an annual meeting with the Equity Task Force.-*Policy 1030*



Why Equity Work is Important



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Framework for recommendation and discussion

The OCS Equity Task Force firmly believes in promoting a culture of belonging by ensuring everyone feels *valued, validated* and *safe*. If OCS students, staff and stakeholders feel like they belong **THEN** they can be **engaged, challenged and inspired**.

ETF Recommendations to BoE to Examine and **Disrupt** :

- Cultural appropriation
- Using texts that support stereotypes



Disrupting and Preventing Educational Harm



Inclusive environments are vital aspects of students ability to learn and engage with their peers. These environments must be created, taught and protected by OCS staff. The ETF recommends OCS **disrupting**: (EG 2, SP 4)

- Cultural appropriation attire or activities of heritages and cultures during celebrations or Heritage Month. (i.e., American Indians in November)
- Instructional text being used that support negative stereotypes around race, religion, culture, ethnicity, gender, neurodiversity, economically disadvantaged and other historically marginalized groups

ETF Recommendations to BoE to start:

- **OCS Professional Development**
- **Curriculum Adoption and Creation**
- **Student and Community Engagement**



Professional Development for OCS Staff



To ensure that we are helping staff grow and shift outcomes for the historically marginalized, the ETF recommends all current and new to OCS staff engage in the following PD beginning in 2022: (EG 1&4, SP 1)

- Culturally Responsive Teaching
- Courageous Conversations
- Creating and supporting Safe Space
- How to develop a diverse school/classroom library
- Meaningful classroom conversations about race and oppression
- Teaching to and about American Indians in NC (DPI)
- Quarterly equity training for BoE

Curriculum Adoption and Creation



It is imperative that teachers are provided with appropriate curriculum to teach diverse learners. Enhancing curriculum offerings will provide for a more inclusive environment. The ETF recommends **starting** with the adoption of:

- 1619 Project (*phase 1 Winter 2022*)
- History of American Indians in US and NC (*phase 1 Winter 2022*)
- Hispanic Heritage (*phase 1 Winter 2022*)
- Gender and Sexual Identity (*phase 1 Winter 2022*)
- All meetings have interpretation supports without request (*Immediately*)

Student Engagement and Community

Serving the full child is not only focused on academics and school, but also engaging in the community that serves them. To create a holistic approach in supporting the students and community, the ETF recommends: (EG 6, SP 1)

- Social opportunities for students to meet and engage in meaningful dialogue.
- Student and family led equity listening tour for BoE representative.
- BoE provides mentorship opportunities for historically resilient students.
- Quarterly parent equity sessions sponsored by BoE.
- Chair or vice chair attend equity task force meetings.

ETF Recommendations to BoE to continue:

- Policies that protect students
- BoE Acknowledgements



Policies



OCS policies are created to govern how students and stakeholders operate and make decisions to create a positive climate and community. Several courageous policies have been adopted to protect students right. The ETF recommends the following policies and actions continue:

- Policy 1710/4021/7230-R Gender Support Guidelines
- Policy 1030- 1030 Equity in Education
- Continue using an equity toolkit to make district decisions. Consider adopting the Racial Equity Impact Assessment into practice.

BoE Acknowledgements



BoE meetings are public sessions that provide guidance, insight and direction for the OCS district. As this beacon of light it is imperative that the BoE model an inclusive student centered environment. The ETF recommends the following acknowledgement continue: (EG 2, SP 4)

- Land Acknowledgements at BoE meetings respecting American Indian ancestors alongside highlighting how to support American Indian community in OCS.
- Continue highlighting student experiences and recognize the OCS Equity Leaders at BoE meeting.
- Celebration and education on the national Heritage/Pride Months.

Let's have a discussion



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Discussion/ Action Items





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Equity Plan Update and Equity Training for BoE

November 7, 2022

Mr. Lee A. Williams, II, Chief Equity Officer

- **OCS Equity Plan Update**
- **OCS BoE Equity Training**





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Multi-Tiered System of Support

(MTSS)

Intensive
Intervention

Targeted Instruction

Access to Enrichment, Remediation,
And/or High Impact Tutoring

Core Instruction

Student-Teacher-Curriculum Engagement
Culturally Relevant & Responsive Teaching
New Researched-based Curricula & Data-driven
Instruction

STRATEGIC PLAN

Outcome Goal 1: Teaching tomorrow's leaders
Outcome Goal 2: Excellence & efficiency
Outcome Goal 3: Exemplary staff
Outcome Goal 4: Empowering Culture

EQUITY PLAN

Every student receives what they need to succeed

**Learning Recovery &
Acceleration Plan**

Equity Plan Update



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Rationale for Equity Plan

- In February 2019, Orange County Schools Board passed policy 1030, Equity in Education to demonstrate the district's commitment to eliminating educational disparities.
- Due to the persistent inequities in education, Orange County Schools Board adopted an equity plan to guide and monitor the the districts journey to educational equity.



Inequities in Education



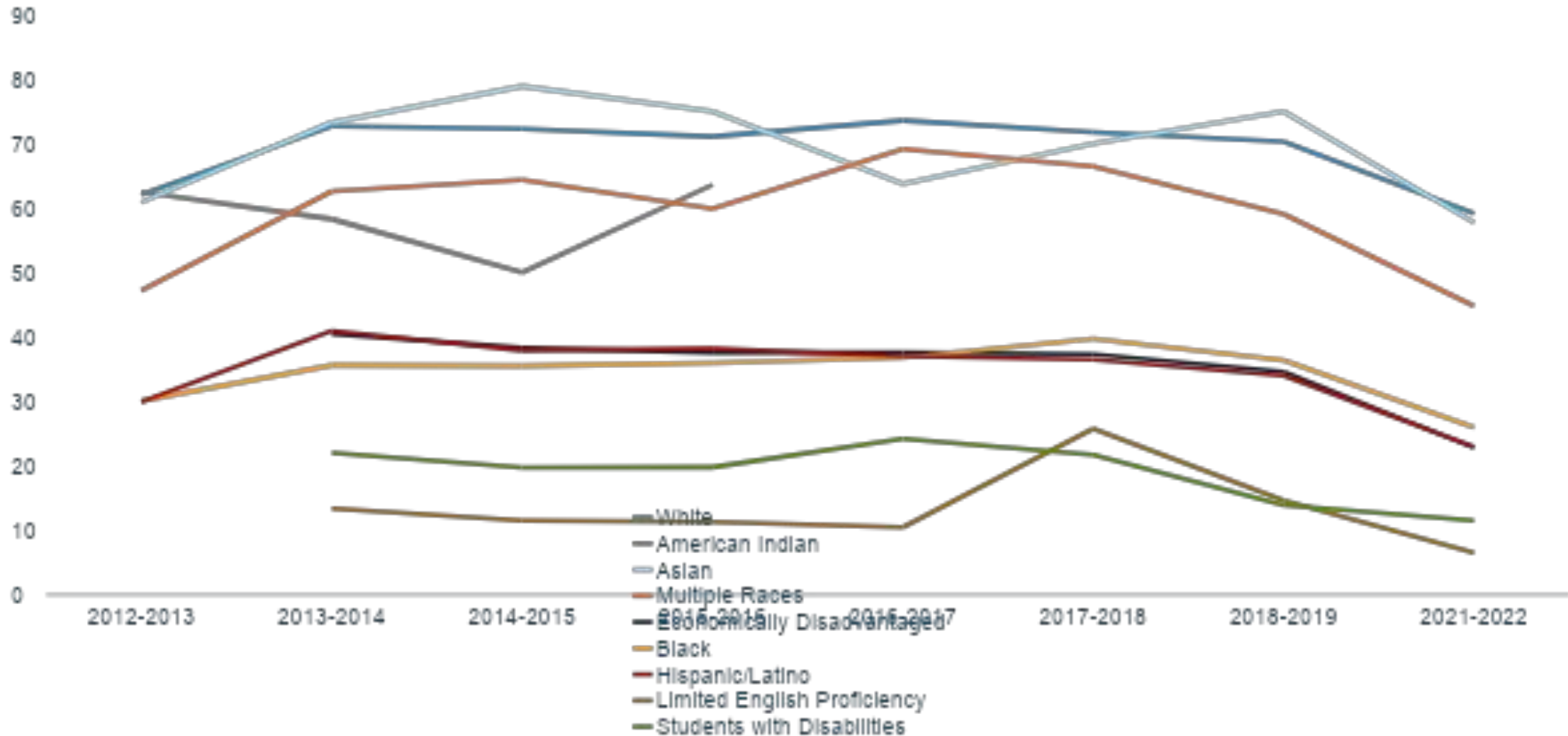
“Education should not be a competition resulting in winners and losers. Education should be a competition against ignorance, and all should be encouraged to win.”

-K.A. Brill



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Grades 3 – 8 Reading Scores by Race/Ethnicity



OCS 4 Pillars for Educational Equity



**Educational
Experience**

**Equity
Embedded
Leadership**

**Equity Guided
Decision
Making**

**Collective
Responsibility**

OCS Equity Goals and Strategic Plan

Equity Goal 1:

Identify and eliminate academic disparities and inequities in access to and success in programs and opportunities.

Strategic Plan
Goal 1:
Teaching
Tomorrow's
Leaders

Equity Goal 2:

Create safe, inclusive, racially, culturally and linguistically affirming and relevant spaces and experiences.

Strategic Plan
Goal 4:
Empowering
Culture

Equity Goal 3:

Build the equity leadership capacity of district leaders, administrators, teachers, staff, and the OCS School Board by developing equity-oriented leadership skills, mindset and knowledge.

Strategic Plan
Goal 3:
Exemplary Staff

Equity Goal 4:

Recruit, hire, support, and retain a staff that reflects the diversity of the district and mirrors the demographics of the OCS student population.

Strategic Plan
Goal 3:
Exemplary Staff

Equity Goal 5:

Make decisions, draft policies and allocate and utilize resources that are aligned to the district Equity Policy. Assess the racial and equity impact of decisions, policies, and resource allocation and identify strategies to address inequities.

Strategic Plan
Goal 2:
Excellence and
Efficiency

Equity Goal 6:

Engage staff, students, families, and the entire community in developing, cultivating and sustaining a culture of equity.

Strategic Plan
Goal 4:
Empowering
Culture

BoE Equity Training



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Rationale for BoE Equity Training

OCS Policy 1030, Introduction

- Orange County Schools acknowledges persistent racial intolerance, inequities and academic disparities in our district. The Board establishes this policy in an effort to eliminate racial intolerance, other forms of intolerance, inequities of opportunity, and academic disparities in our district. We see our schools as centers for culturally diverse learning where all students are educated to their fullest potential and as centers of our community around which we come together in support of the education of all students.

C. 5. d. “Board Commitment”

- The Board as a body will attend racial equity training within one year of the establishment of this policy and within one year of the election of any new Board member. Board members will commit to attending subsequent equity trainings of their choosing offered at the local, state, and national level.

Journey for Equity in OCS



We believe systemic racism is the most devastating factor contributing to the diminished capacity of all people—especially people of color and indigenous people—to achieve at the highest levels. It fractures our communities and erodes the support and nourishment we would otherwise receive from them. We cannot hope to eliminate the racially predictable outcomes of our lives unless we first discuss race and racism in a way that is earnest, honest and sustainable.



Equity Journey Timeline



Virtual Setting the Stage

- 1 day session in December

Beyond Diversity

- 2 day consecutive session in Spring

School Board Leadership Development

- 4 ½ day sessions, first starting starting late Spring and continuing into 2023 school year





*“Not everything that is faced
can be changed. But **nothing**
can be changed until it is
faced.”-James Baldwin*

QUESTIONS & FEEDBACK



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Work Session/ Information Items



Dual Language Program: New Hope Elementary School

November 7, 2022

Dr. Meredith Maier, Principal, New Hope Elementary School

Dr. Denise Greene, Chief Academic Officer

Ambra Wilson, Executive Director of Literacy

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Overview of Dual Language at NHE

- Established and started at New Hope Elementary in the Fall of 2018
- Created to serve the specific needs of the NHE population to promote and build **bilingualism and biliteracy**
 - 50/50 2-way Dual Immersion Program Model
 - Only NHE students are eligible to enroll
 - Lottery system used when interest exceeds 24 families per language (English and Spanish)
 - Currently K-4, with plans to expand to 5th grade next year

Current Program Reality + Updates

Our inaugural DL cohort (started in Kindergarten in 2018-2019) is now in 4th grade

Staffing:

- 2 teacher model K-3 with Spanish/English split between alternating days
- 1 teacher in 4th grade teaching both Spanish and English on alternating days
- Combination of Participate + English teachers

Class Sizes:

Grade Level	Dual Language - Class 1	Dual Language - Class 2	Total DL Enrollment
K	24	24	48
1	23	22	45
2	17	16	33
3	20	19	39
4	30	n/a	30

Dual Language Literacy Data



mClass Data, 2021-2022 - Snapshot of Original Cohort (current 4th graders)

Time of Year	DL Proficiency %	Traditional Proficiency %
BOY	55%	35%
MOY	57%	33%
EOY	63%	33%

mClass Data, 2022-2023 - Snapshot of All Cohorts

Grade Level	DL Proficiency %	Traditional Proficiency %
1st	46%	42%
2nd	39%	37%
3rd	66%	39%

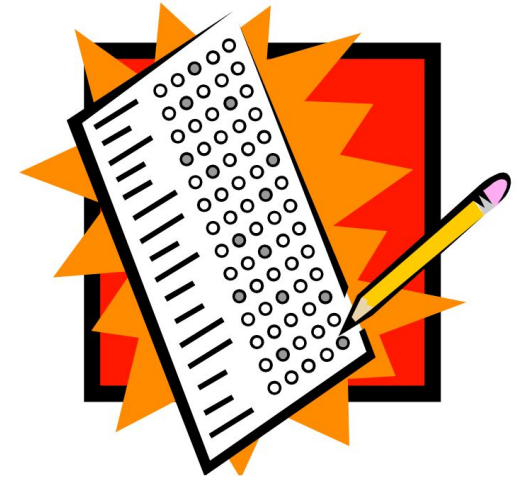
Dual Language Math Data



Longitudinal Data for Our Original Cohort - AimsWeb, Math

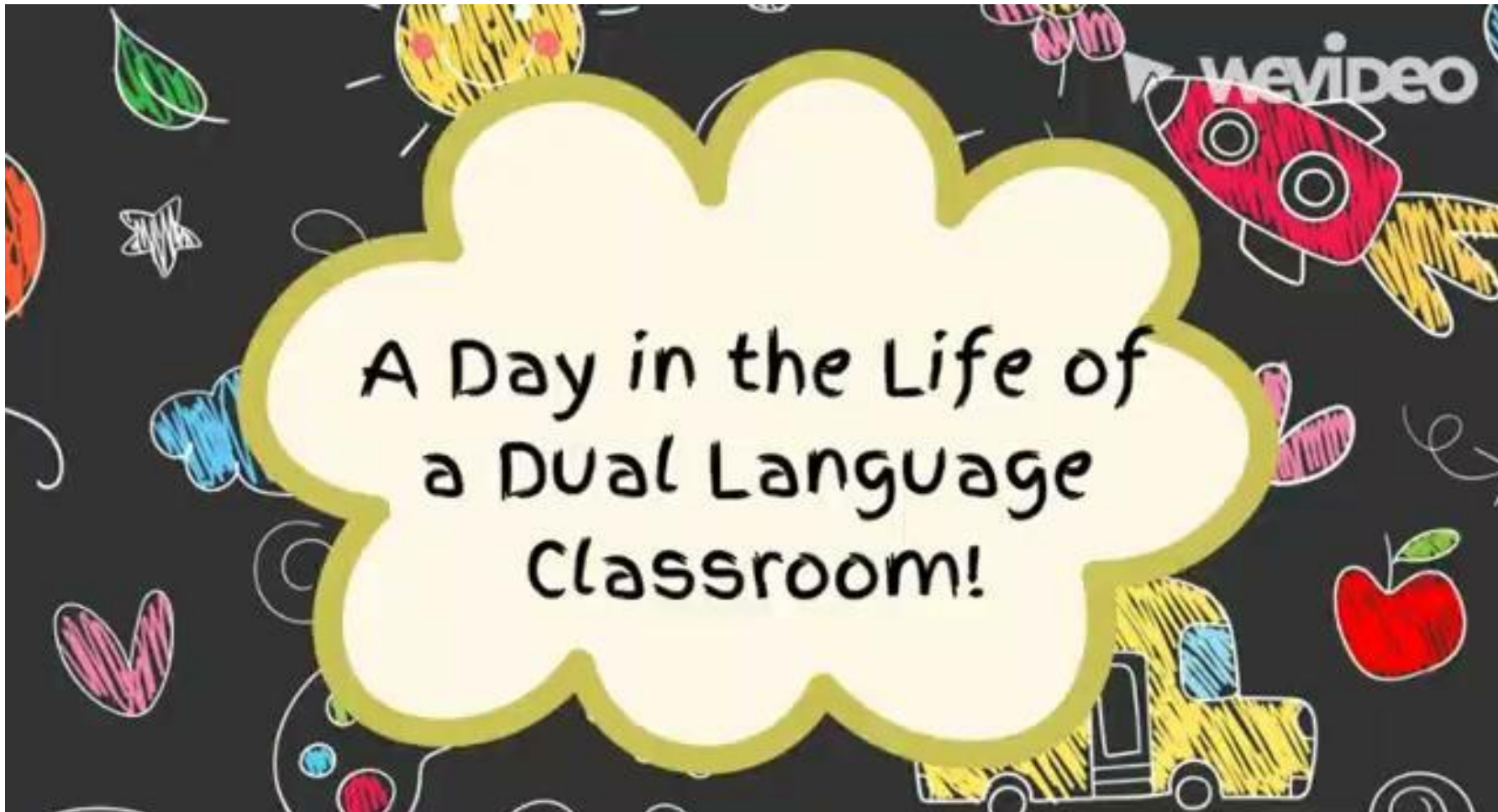
			Percent of Students in Tier 1/on grade level	
Year	Grade	Cohort Type	1st Data Point*	2nd Data Point*
2018-19	Kindergarten	DL	54.2% (MOY)	79.2% (EOY)
		Traditional	50% (MOY)	63% (EOY)
2019-20	1st	DL	58.3% (BOY)	65.3% (MOY)
		Traditional	31.8% (BOY)	42.8% (MOY)
2020-21	2nd	no aimswebPLUS administration due to hybrid/virtual		
2021-22	3rd	DL	60% (BOY)	73.5% (EOY)
		Traditional	40% (BOY)	52.9% (EOY)

Dual Language EOG Data



Assessments 2021-2022	DL Proficiency %	Traditional Proficiency %
Reading BOG	30%	11%
Reading EOG	42%	25%
Math EOG	56%	36%

Student Perspectives





Challenges Faced + Future Conversations

- **Staffing**
 - Based on attrition to grow program each year
 - Participate staff turnover: Contracted for 3 years, optional to 5 years, max
- **Additional resources**
 - Spanish language decodables and high interest, leveled texts
- **Class size**
 - Impacts on both traditional and DL classrooms.
- **Need for bilingual/immersion Pre-K support and access**
 - Pre-K expansion previously discussed as part of continuation budget
- **Uncertainty of future programming after elementary school**



Questions?

Discussion/ Action Items





Enterprise Funds Report 1st QTR FY2023

- Moved from Consent Agenda to Discussion

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