Orange County Schools Board of Education Meeting

August 8, 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
9. Collaborate To Do Great Work

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Strategic Plan Outcome Goals

1 Teaching Tomorrow's Leaders

2 Excellence & Efficiency

3 Exemplary Staff
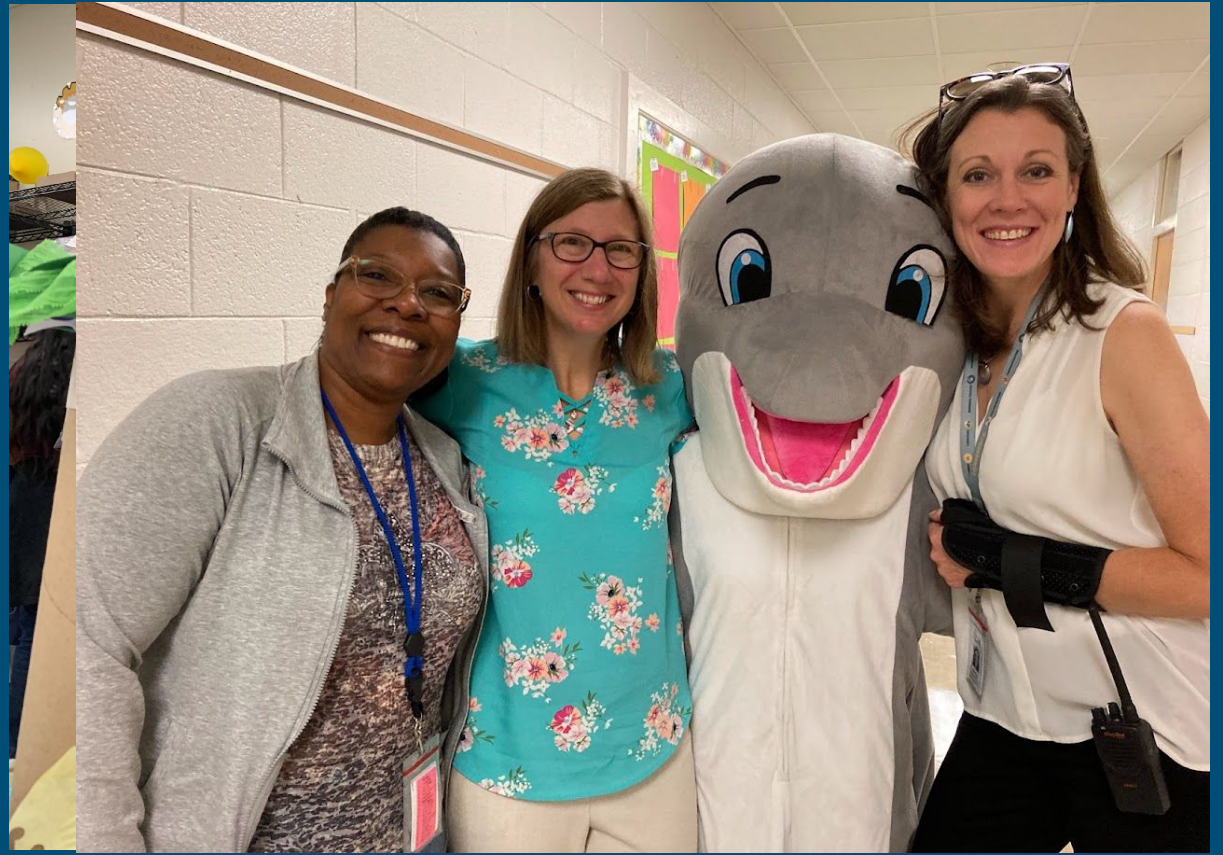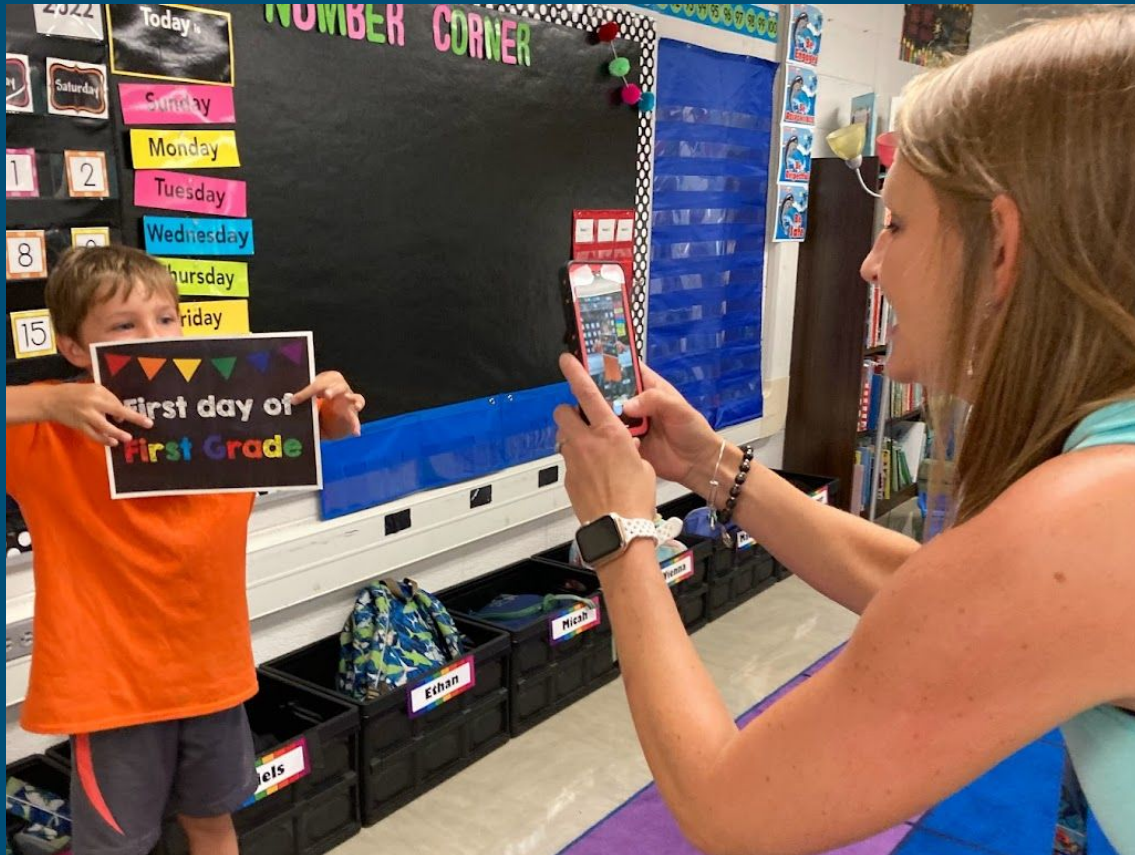
4 Empowering Culture

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Recognitions

Successful Start at HES

Successful Start at HES

NCPAPA Distinguished Leadership Program (DLP)

Dr. Gwen Roulhac

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Future-Ready Leadership (FRL) Cohort Acceptance &
Equal Opportunity Schools Equity Champion

Ms. Tenisha Williamson

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High Point University Leadership Academy Invitation

Ms. Robin Lowman

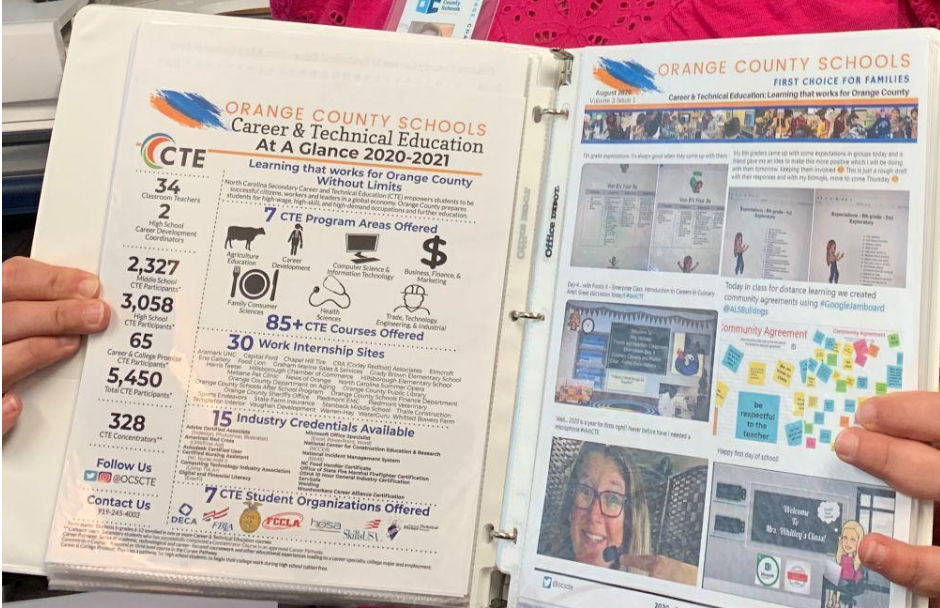ENGAGE. CHALLENGE. INSPIRE.

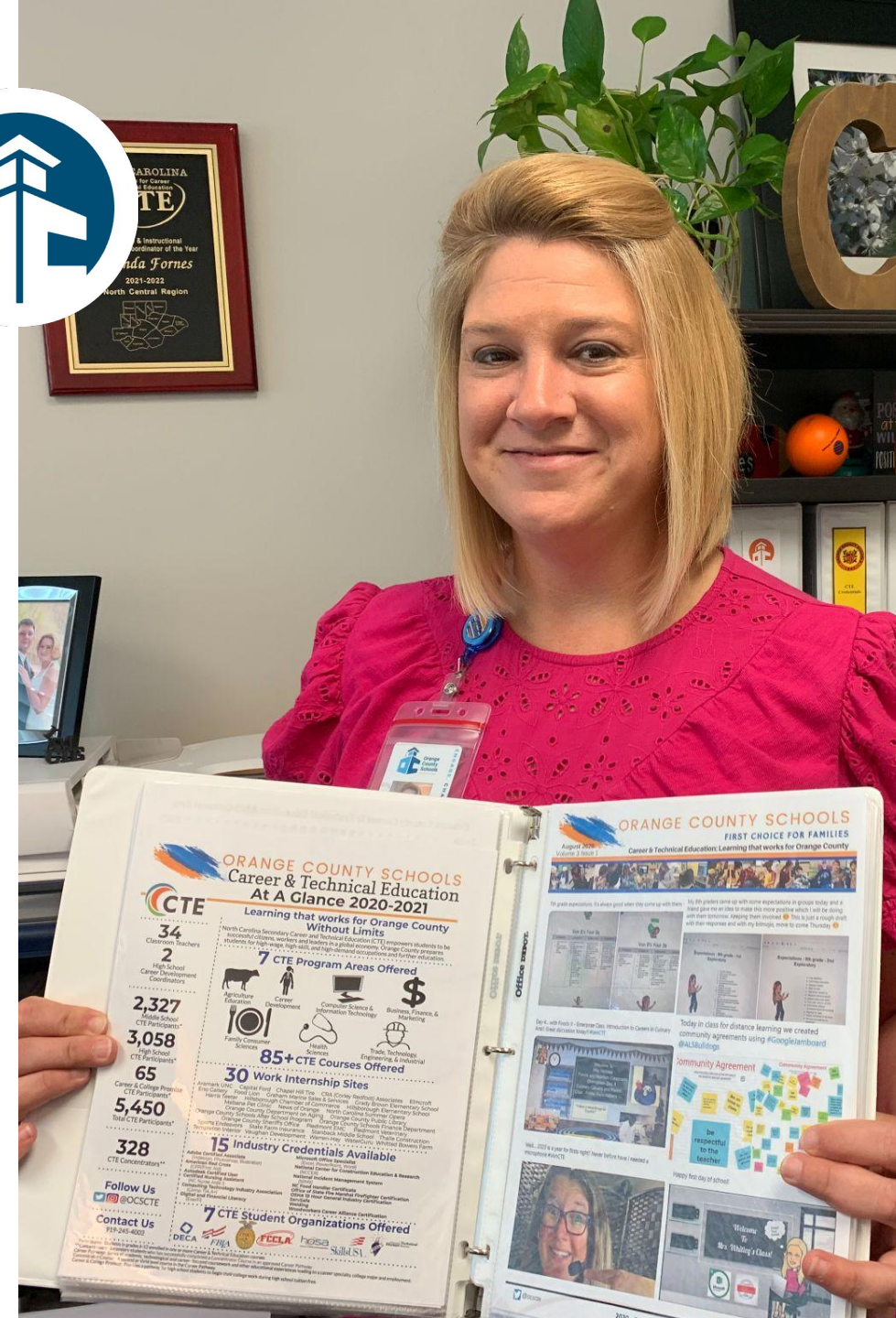**Curriculum and Instructional Management Coordinator of the Year — North Central Region**

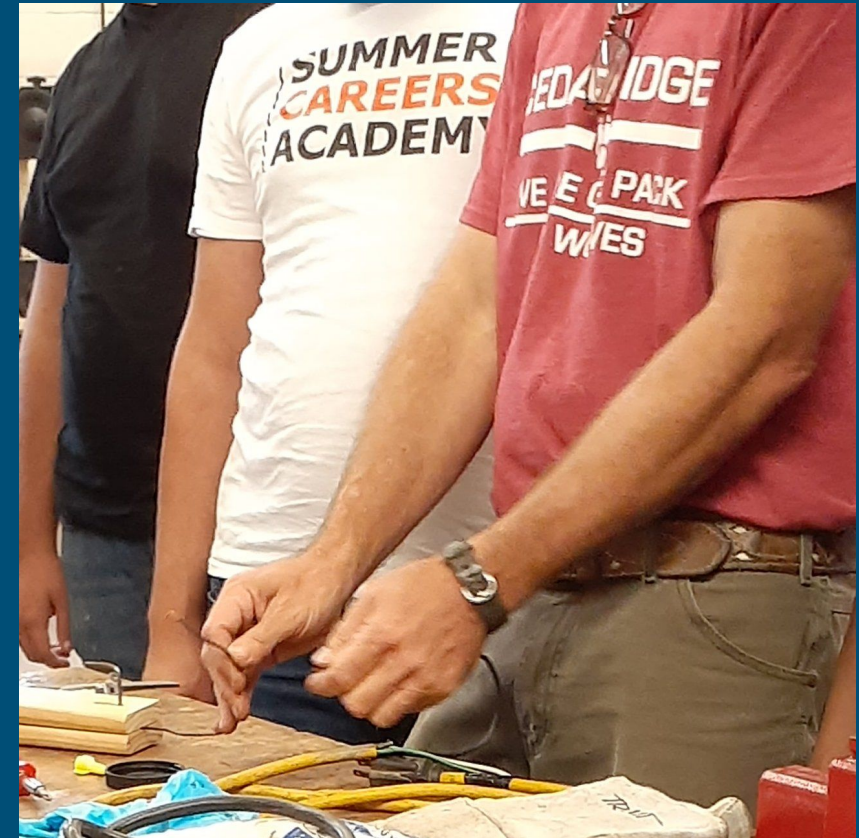# Ms. Melinda Fornes

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CTE Summer Careers Academy

CTE Summer Careers Academy

Agenda Adoption

Agenda Items

Discussion/Action Items:

- School Health & Safety Updates for August 2022

- Finance & Human Capital: Oversight of Federal Programs—Request for New Position

Agenda Items

Work Session:

- Update—Strategic Plan Outcome Goal 1: Teaching Tomorrow's Leaders
  - Curriculum & Instruction
  - Equity and Student Engagement & Support Services
- Update—Strategic Plan Outcome Goal 2: Excellence & Efficiency
  - Operations—School Readiness Update
- Update—Strategic Plan Outcome Goal 3: Exemplary Staff
  - Human Capital—Staffing Updates

Public Comments

Board Comments

Consent Agenda

Consent Agenda Topics

- Minutes

- Personnel Report

- 2021-2022 Budget Amendments

Operation Services Updates

August 8, 2022

Patrick Abele, Deputy Superintendent
Andrew Poole, Director, Security
Dwayne Foster, Director, Athletics, School Health and Operations
Sylvia Compton, Lead District Nurse

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COVID-19 Health & Safety Updates

Quintana Stewart

Director, Orange County Health Department

Dr. Danny Benjamin

Co-chair, ABC Science Collaborative, Distinguished Professor of Pediatrics, Duke University School of Medicine

Health & Safety Updates

Health & Safety Updates

- Sunset of NC StrongSchools Public Health Toolkit (6/24/22)

  - No longer recommended school staff report vaccination status or participate in screening programs

  - Masks recommended at high CDC COVID-19 community levels

  - No longer recommended schools implement physical distancing strategies

  - Universal contact tracing not recommended

- Continue to follow recommendations and requirements of the Orange County Health Department in order to keep schools open to in-person learning.

Ongoing Health & Safety Strategies

- **Enhanced cleaning** in areas where cases are reported. Use of air purifiers, ventilation

- **High filtration masks** available for students and staff

- **Offer At-home testing kits** for individuals with symptoms

- **Tracking of case counts** on the dashboard weekly by site

- **Communication** of publicly available vaccination & booster clinics

- *Keeping students and staff home when experiencing symptoms*

Update on School Security Strategies

- School campus camera systems and visitor entrance upgrades
- Mobile emergency radio communications on each campus including school buses
- Updated visitor management systems in each front office lobby
- ID badge updates for all staff members
- Additional door entry access control systems; **Keeping all doors locked and closed**
- Door and lock hardware maintenance and ongoing monthly checks every 30 days
- Annual training on Active Shooter response for staff; SRMP updates
- Playground inspections by independent certified reviewers and replacement of playground equipment
- Lighting upgrades
- Staff training and placement of Stop the Bleed kits in all classrooms

Parent School Security Strategies

- All students in grades 6-12 have access to the <u>Say Something Anonymous Reporting App.</u> Families of students in grades Pk-12 can also utilize the App to report threats, or any life safety concerns including suicide or self harm.

- The district will be communicating with families on a regular basis to ensure families hear updated and ongoing information about programs and strategies being implemented to keep students safe in school.

- ***In addition, the district encourages all families to discuss with students the importance of never communicating threats. All threats are serious matters and will be immediately investigated including the involvement of law enforcement.***

Support needed

- Capital fund transfer at the next Board meeting for safety and security equipment.

- OCS will be applying for NC and Federal Safety Grants to support funding of safety personnel and equipment.

Center for SAFER SCHOOLS
NC Department of Public Instruction

Questions?

Action needed

- The Superintendent recommends the Board receive the Health and Safety updates presented for August 8, 2022.

    - This action includes the rescinding of previous Board action requiring staff members and volunteers to be vaccinated or test for COVID-19.

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Orange County Schools
NORTH CAROLINA

Equity and Student Engagement & Support Services Updates

August 8, 2022

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

Dr. Jessica Dreher, Director of Student Engagement & Support Services

- **Social Emotional Learning (SEL) Update**

- **Panorama Data**

- **Code of Conduct Updates**

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Social Emotional Learning (SEL) Update

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Rationale for Social Emotional Learning

- Review what is Social Emotional Learning

- Importance of Social Emotional Learning

- Social Emotional Learning Rollout for OCS

SOCIAL AND EMOTIONAL LEARNING

Social and Emotional Learning is the process through which all young people and adults

- acquire and apply the knowledge, skills, and attitudes to develop healthy identities,
- manage emotions and achieve personal and collective goals,
- feel and show empathy for others,
- establish and maintain supportive relationships, and
- make responsible and caring decisions.

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IMPORTANCE OF SOCIAL AND EMOTIONAL LEARNING

FORBES

"SEL can help students better understand and identify their emotions; it can help them develop empathy, increase self-control and manage stress. It also helps them build better relationships and interpersonal skills that will serve them in school and beyond, helping them succeed as adults. An emerging benefit of explicit SEL instruction is that it builds the emotional intelligence and agility that business and industry is starting to name among the most desired workforce skills. For both their well-being and their future economic opportunities, SEL is power."

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Rollout Plan for SEL Curriculum Implementation RethinkEd

- **August 11, 2022:** Virtual training with district and school based administrators on The training will be a 30 min overview of Adult PD, Student Curriculum, and the Admin Dashboard. This will also include review of the implementation calendar for the 22-23 school year.
- **August 24, 2022:** In-person training with the school based Subject Matter Experts (SMEs). A "train the trainer" model on navigating and utilizing the platform and materials.
- **August 26-September 9, 2022:** Time period for school based SMEs to train school staff on platform and materials.
- **September 12, 2022:** Schools begin full implementation of rethinkEd SEL Curriculum with continual support from school based SMEs and district SEL Coordinator.

Panorama Data

Rationale for Panorama Data

- Examine Student Competency Measures

- Highlight positives and areas of concern

- Create a more inclusive and welcoming educational environment for each student

SEL Student Competency Measures, Grades 3-5

Summary

Topic Description	Results	Benchmark
Emotion Regulation	48%	60th-79th percentile
Positive Feelings	67%	40th-59th percentile
Self-Management	70%	40th-59th percentile
Social Awareness	67%	40th-59th percentile
Supportive Relationships	86%	40th-59th percentile

Based on 1,083 responses

Highlights- Positive Results

- During the last 30 days, how often did you follow directions in class? (84% favorable)

- During the last 30 days how often were you polite to other students? (83% favorable)

- During the last 30 days how much did you care about other people's feelings? (84% favorable)

- Do you have a teacher or other adult from school who you can count on to help you, no matter what? (85% favorable)

- Do you have a family member or other adult outside of school who you can count on to help you? (89% favorable)

Highlights- Areas of Concern

- How often are you able to pull yourself you of a bad mood? (43% favorable)

- When everybody around you gets angry, how relaxed can you stay? (44% favorable)

- Once you get upset, how often can you get yourself to relax? (49% favorable)

- When things go wrong for you, how calm are you able to stay? (45% favorable)

- During the past 30 days...How often did you remain calm, even when someone was bothering you? (46% favorable)

SEL Student Competency Measures, Grades 6-12

Topic Description	Results	Benchmark
Cultural Awareness and Action	65%	
Diversity and Inclusion	43%	
Emotion Regulation	47%	60th-79th percentile
Positive Feelings	54%	40th-59th percentile
School Climate	92%	
Self-Management	73%	60th-79th percentile
Sense of Belonging	84%	
Social Awareness	60%	20th-39th percentile
Social Perspective-Taking	45%	40th-59th percentile
Supportive Relationships	84%	60th-70th percentile
Teacher-Student Relationships	80%	

Highlights- Positive Results

- My school is welcoming, understanding and kind towards parents/caregivers. (92% favorable)

- During the past 30 days...How often did you follow directions in class? (90% favorable)

- During the past 30 days...How often were you polite to adults? (93% favorable)

- Do you have a friend from school who you can be completely yourself around? (91% favorable)

- Adults in my school model the behavior they expect from students. (81% favorable)

Highlights- Areas of Concern

- I hear hurtful comments about students based on race, gender, sexual orientation, religion, disabilities, etc from adults in my school. (14% favorable)

- I hear hurtful comments about students….from other students in my school. (48% favorable)

- How often are you able to pull yourself out of a bad mood? (36% favorable)

- During the past week, how often did you feel safe? (39% favorable)

- During the past 30 days…How clearly were you able to describe your feelings? (31% favorable)

- How much effort have you put into figuring out what your teacher's goals are? (34% favorable)

Address, Repair, and Create

- **Address, Repair, and Create** is a document that will provide OCS staff with the resources to support students when oppressive words or actions are used. These oppressive words and actions are in direct violation of policy 1710.
- Alongside a quick resource tool for staff, there will also be a more detailed presentation provided.
- Access to this resource will be available on the OCS Equity webpage and sent to staff by middle of September.
- This resource will encompass OCS student voice as they provide insight around their personal experience and supports needed when oppressive language/acts occur.

Code of Conduct, Character, and Support Update

Release for 22-23 and Revision Plan for 23-24

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Rationale for Code of Conduct, Character and Support Update

- Review purpose of the Code

- Outline the 2022-2023 Release of the Code

- Establish 2023-2024 plan for Code Revision

What is the purpose of the Code of Conduct, Character and Support?

- They are designed to serve both the classroom and the individual
- They outline students' rights, ensuring that no student will be penalized or singled out based on anything but a violation of established rules
- They also outline students', staff and stakeholder responsibilities, thus letting individual students know that they need to meet certain standards for their own sake and that of the entire class/school
- They provide options for support and interventions for students
- Keeps all stakeholders informed and on the same page.

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Plan for 22-23 Code Release

- The 2022-2023 Code are in print and will be distributed to schools over the next two weeks.

- Access to the Code will be available online and hard copies available as well.

- Overview of how to use the Code will be provided for each school.

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Revision Plan For Code 2023-2024

- ❏ Meet with Engaging Schools

- ❏ Deeper Dive of the Code

- ❏ Cross reference Code with Educator's Handbook

- ❏ Host Stakeholder group meetings to work on Code revision

- ❏ Three rounds of draft review

- ❏ Obtain feedback and approval from district attorney

- ❏ Present final Code to OCS BoE for final approval

- ❏ Create a comprehensive professional development plan

- ❏ Target completion by May 2023

Stakeholder Engagement for Revised Code

- Equity Taskforce
- Student Services
- Parent/Community Advisory
- Student Advisory
- District Leadership/Cabinet
- School Based Leadership/Staff
- Teacher Representation

Updates on Curriculum & Instruction

August 8, 2022

Dr. Denise Greene, Chief Academic Officer

Ms. Emily Lewis, English Language Development Facilitator

Ms. Ambra Wilson, Executive Director of Literacy
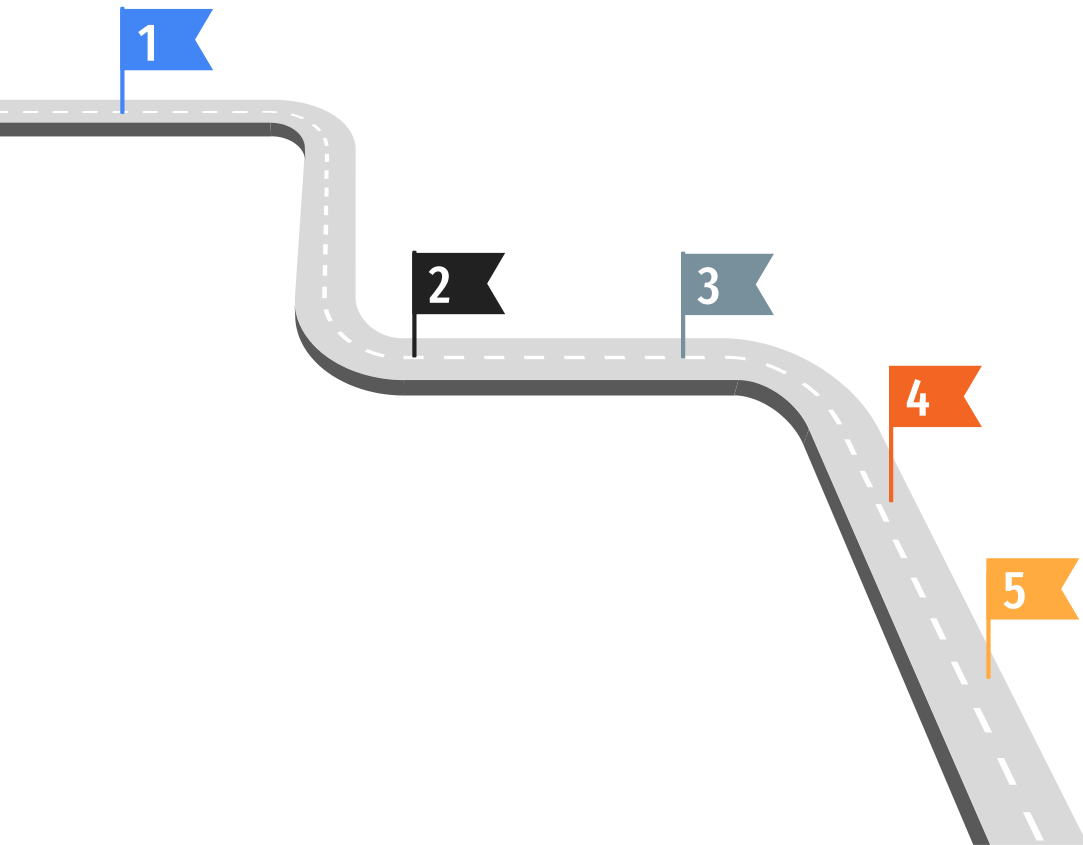
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Update on Literacy Curriculum Review Process

New Literacy Curriculum: The Why

- Urgency to align OCS curriculum with the Science of Reading.

- TNTP Audit (Fall 2021) recommends implementing a new reading comprehension curriculum:

    "Put simply, Units of Study is incompatible with a science of reading-aligned approach…Given these significant gaps, along with the fact that a majority of teachers do not believe Units of Study is meeting students' needs, OCS should partner with the school-based literacy coaches to choose and implement a new reading comprehension curriculum."

- Student reading data (K-12) shows the need to adopt a new comprehensive curriculum that centers the learning needs of our diverse student population, with a focus on scaffolding and access to engaging grade-level texts.

Procurement Process Overview

- Original RFP posting resulted in insufficient response. Second RFP posting closed on May 5th with 9 submissions.

- OCS Literacy Team reviewed and scored all vendor responses based on RFP specifications and IMET tool.

- Seven vendors met RFP specifications and were shared with the RFP team.

- The RFP team reviewed all seven vendors using an in-depth rating systems using the Rubric for Evaluating Reading/Language Arts Instructional Materials tool.

- Funding source ESSER through 2024; subscriptions beyond 2024 textbook funds

Procurement Process Overview cont.

- June 10th: RFP Team voted on final four vendors to move forward in the process: *Benchmark Advance, Into Reading/Into Literature*, *Wit and Wisdom*, and *Wonders/Studysync*.

- June 21: All four vendors presented to the RFP team.

- June 27-June 30: All four vendors curriculum materials were displayed in the Cedar Ridge Media Center for internal and external stakeholders to provide feedback.

- June 30-July 8: Window provided for all OCS staff to provide online review and feedback of curriculum finalists.

- July 12: RFP Team voted on one curriculum to advance to the Superintendent.

Feedback from Internal and External Stakeholders

Internal Stakeholders

OCS administrators, literacy coaches, and K-8 teachers were invited to review and provide feedback on curriculum finalists.

All K-12 OCS staff were invited to virtually review and provide feedback on curriculum finalists.

External Stakeholders

All OCS families and community members were invited to review and provide feedback on curriculum finalists.

An online form for questions was provided for any family members who were unable to attend.

Recommendation for New Curriculum

- The RFP Team voted to recommend **Houghton Mifflin Harcourt** (HMH) *Into Reading* for grades K-5.

- The RFP Team voted to recommend **Houghton Mifflin Harcourt** (HMH) *Into Literature* for grades 6-8.

Into Reading: K-Grade 5

- Science-backed instruction that aligns with the Science of Reading.

- *¡Arriba la Lectura!* combines research-driven instruction and the guidance of Spanish-literacy experts to provide Spanish-English biliteracy curriculum.

- *Amira®* connects oral reading fluency assessment results with relevant *HMH Into Reading* content and resources. Students are automatically placed into 1:1 tutoring powered by dozens of precise micro-interventions.

- Teachers have access to more award-winning, high-interest texts for whole-class shared reading than any other core program.

- Culturally relevant texts that are reflective of our diverse world provide learners the opportunity to see themselves in the characters.
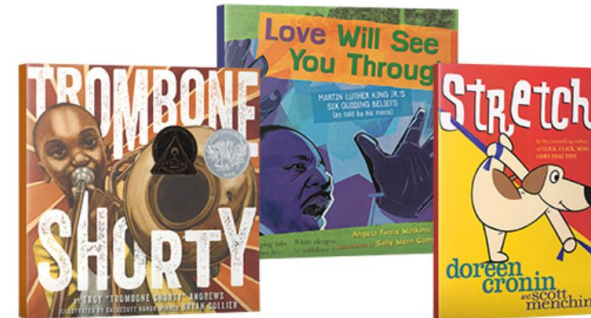
Into Literature: Grades 6-8

- **HMH Into Literature** is more than a program—it's a vision to develop the active, engaged, and informed citizens that will lead tomorrow's world.

- *HMH Into Literature* provides everything you need to empower your students to love reading, hone their unique speaking and writing voices, and confidently communicate with the world.

- *HMH Into Literature* provides culturally relevant texts that honor students and strengthen critical thinking skills with culturally diverse texts grounded in high-interest topics and essential questions.

- *HMH Into Literature* uses intuitive and agile teaching tools to provide personalized reading and writing scaffolds to meet students' individual needs.

- *Writable*® aligns with *HMH Into Literature* curriculum in two ways, giving teachers flexibility and choice: through Skill Ladder Assignments and the Student Edition Assignments.

Into Reading (K-5) & Into Literature (6-8)

- **HMH Into Reading** has been rated as Meets Expectations at Gateways 1 (Text Quality), 2 (Building Knowledge), and 3 (Usability) by EdReports. The educator-led review identifies high-quality and engaging instructional materials that have an impact on learning.

- **HMH Into Literature** received "All-Green" Rating from EdReports." *HMH Into Literature* Grades 6-12 have been rated *Meets Expectations* at Gateways 1, 2, and 3 by EdReports.

TOP RATED by EdReports

K-12 OCS School Staff Feedback

69.2%
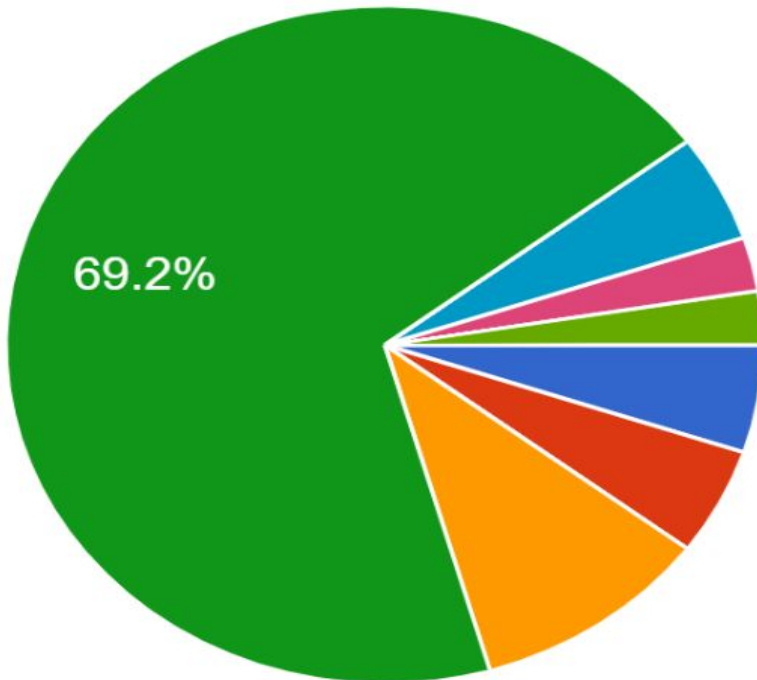
- Principal
- Assistant Principal
- Literacy Coach
- Teacher
- Instructional Assistant
- Reading Interventionist
- Reading interventionist
- AIG Facilitator

Foundational Reading Skills

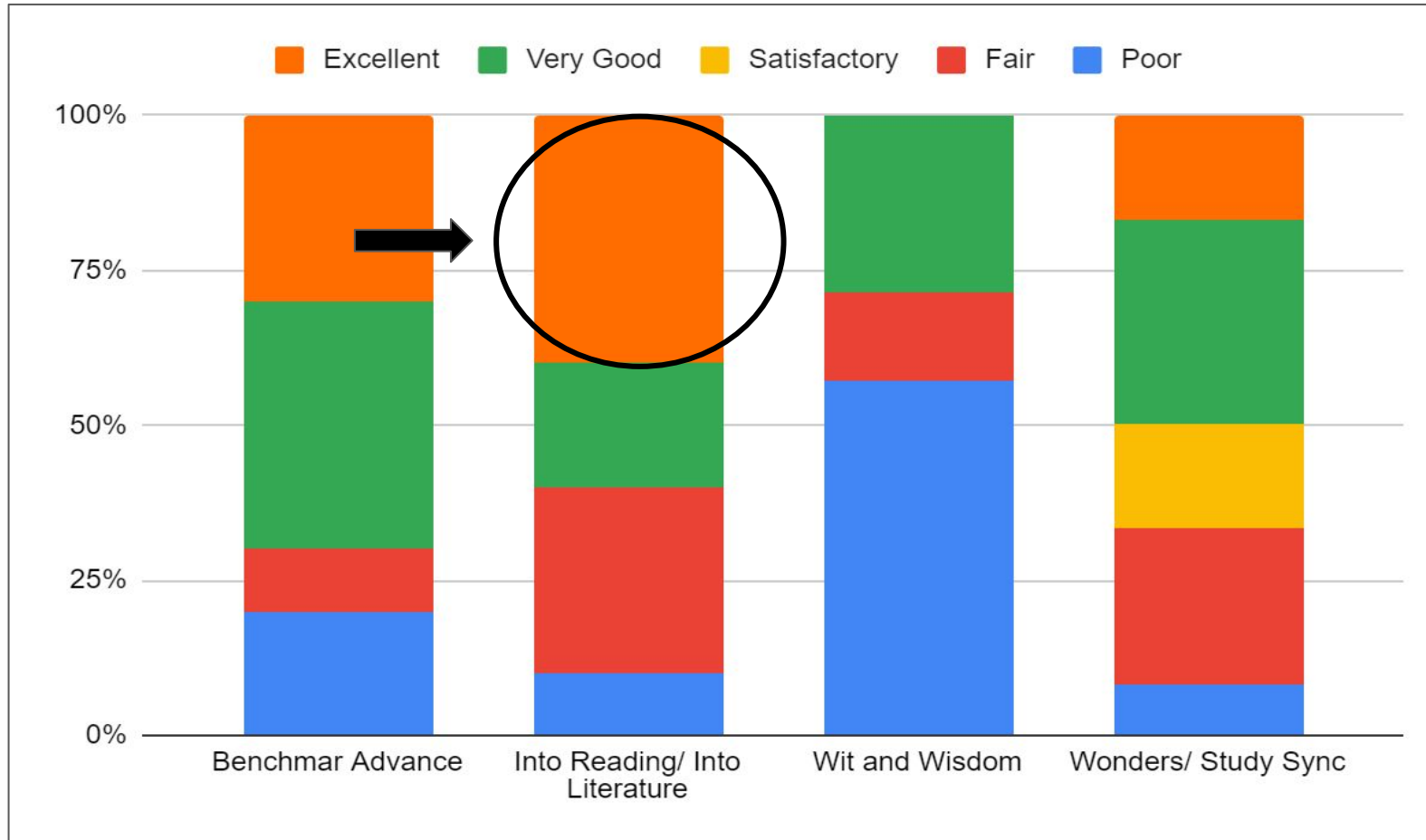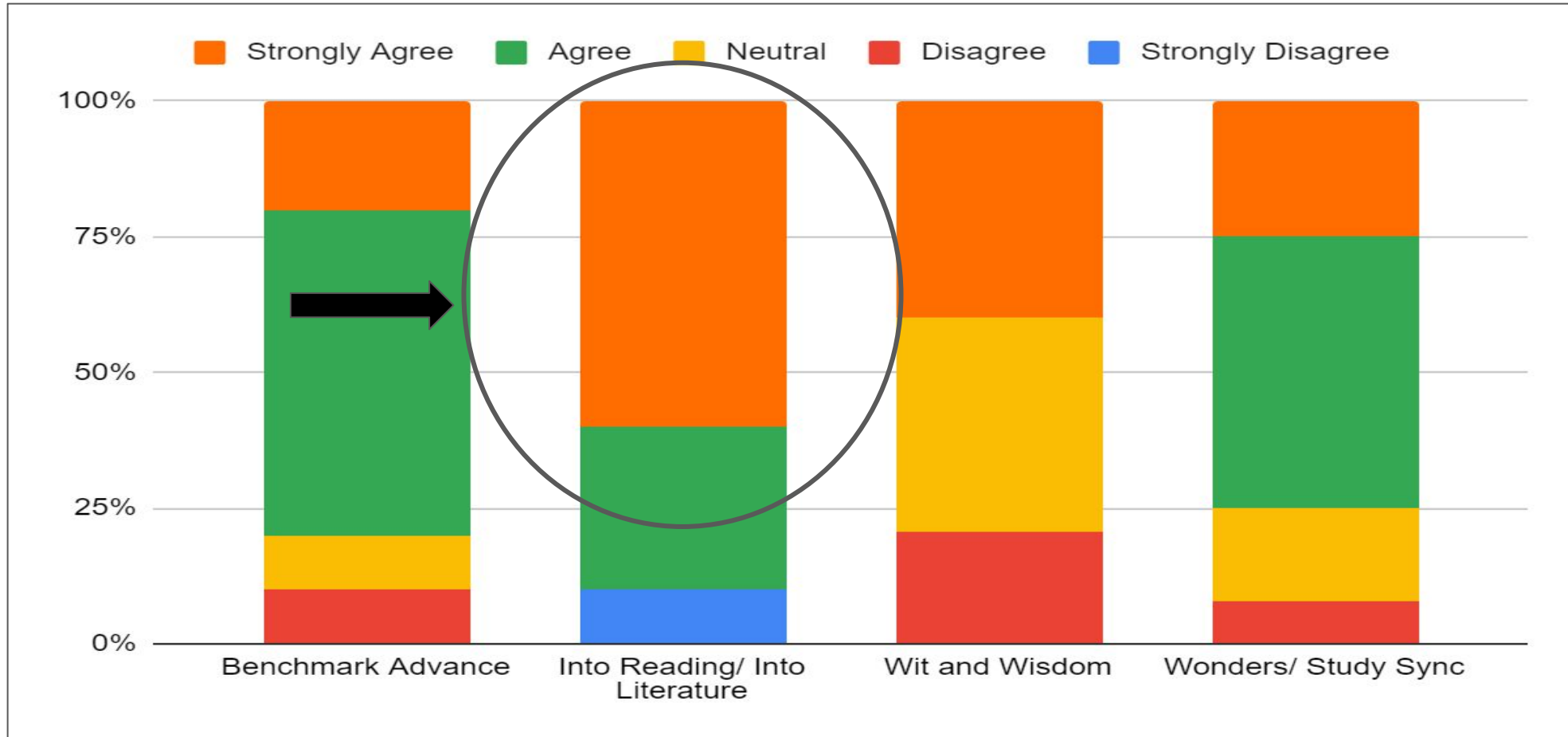# Reading Comprehension Skills

Inclusive & Representative of Diverse Student Population

Feedback from RFP Team on Into Reading

This curriculum seems to align well with the Science of Reading. Looking at all the components that need to be in place to end up with skilled reading, this curriculum addresses all parts of Scarborough's Reading Rope (word recognition and language comprehension).

Alignment to SoR, supports for planning, ease of implementation, quality and types of text utilized. Authentic engagement of students in the learning and annotation of texts. Alignment for DL program in OCS. Supports for ELL learners. Standards alignment

Students have books in their hands where they can markup the text, finding text evidence to support their answers and the ability to annotate to the side to find main idea, etc while reading.

This curriculum provides engagement and accountability for students. There is support for ELs, culturally relevant texts, balance of fiction and nonfiction texts, and extensions for advancing our gifted students.

I like the idea of using the same curriculum provider (HMH) across grade spans. I believe doing so may enable teachers to engage in curriculum conversations using the same language and with a common understanding of how to access resources, which should enhance conversations among teachers in all grade levels.

The availability and diversity of culturally relevant texts; dual language support, Family/Home connection, standards aligned, Science of Reading aligned, high interest informational text; success other districts have experienced

Feedback from RFP Team on Into Literature

I like the units, the text choices, and the way the units addressed different components of the Science of Reading.

Teacher input; alignment with the Science of Reading, highly engaging texts.

Vertical alignment with K-5

I particularly like the home connections, instructional plans for whole group and small group, the incorporation of language supports/scaffolds, strong vocabulary component, and that it is inclusive of our diverse learners.

Consistency from k-5 to 6-8, diverse texts, multiple novel choices corresponding to units, integration with LMS, strong digital interface, variety of resources available

High interest topics. Standards alignment. Ease of implementation for teachers.

I liked the availability of anchor charts and slide decks, especially for beginning teachers.

We would have a cohesive program for K-8 students in OCS.

Access to Writable for students in grades 3-8. Editable slides for teachers to use as a base for instruction to make lessons more accessible for all students. Ability to do a combination of novels, short texts, passages, all using culturally diverse texts. 250 additional lessons for students need additional practice and intervention.

Implementation and Next Steps

- **Collaborate with vendor** to learn from implementation successes across NC.
- **Gather input from internal stakeholders**, including C&I team, administrators, literacy coaches, and teachers.
- **Reflect on lessons learned** from Heggerty, Decodables, and Science of Reading implementation.
- **Develop an implementation plan** that is reflective of the feedback from above and includes the voice of our school-based staff.

Questions & Feedback

Update on ELL and Newcomer Support

Multilingual (ML) Newcomers in OCS

The U.S. Department of Education defines newcomers as **any foreign-born student and their families who have recently arrived in the U.S.**
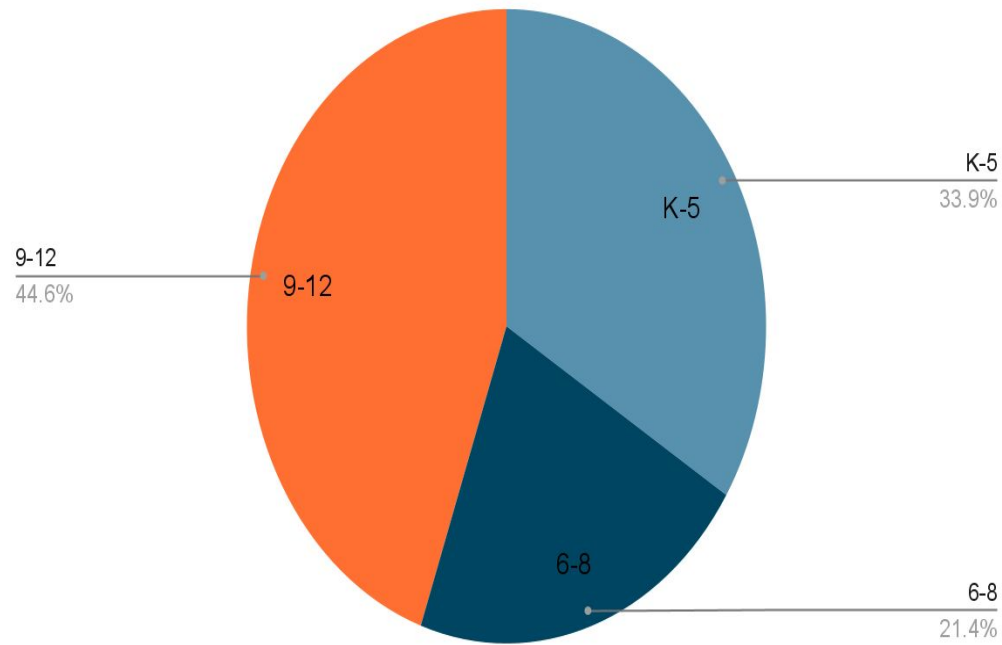
Newcomer students may include, but are not limited to:

- Asylees
- English Learners (EL) or Multilingual Learners (ML)
- Foreign Born
- Immigrant Children and Youth (Title III)
- Refugees
- Students with Limited or Interrupted Formal Education (SLIFE)
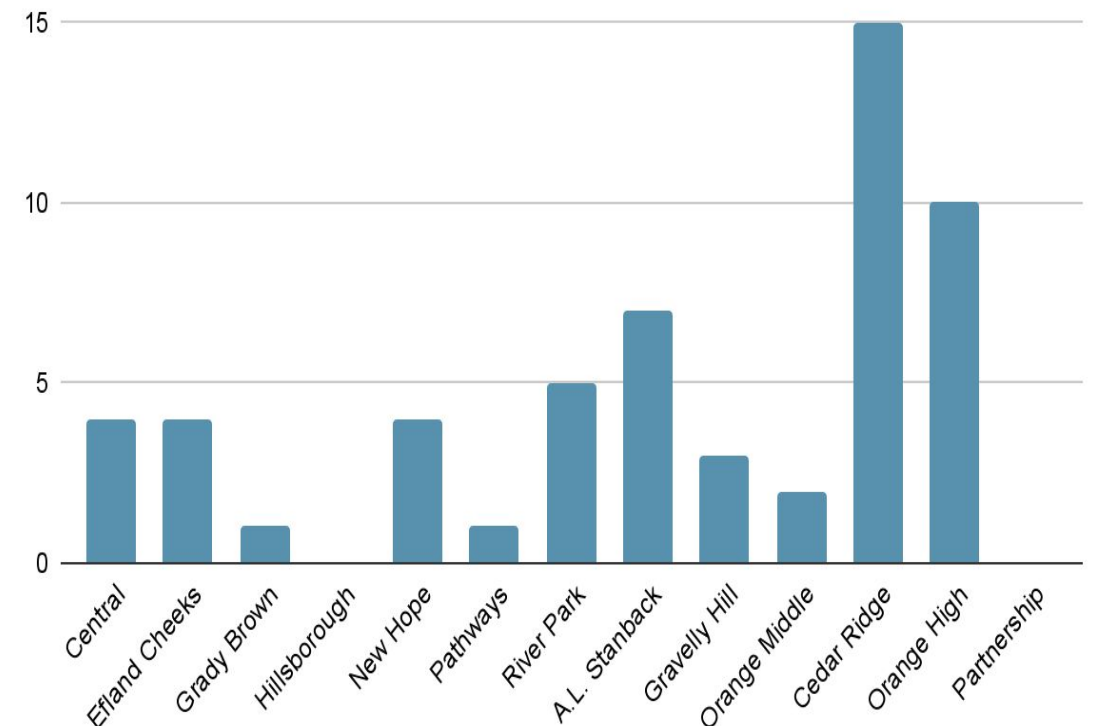- Unaccompanied Youth

LANGUAGE INSTRUCTION EDUCATIONAL PLAN (LIEP)

Criteria			
Comprehensive Language Services	**Supportive Language Services**	**Transitional Language Services**	**Monitored Former MLs**
Students should meet <u>most</u> of the criteria under each type of language service.			

• WIDA Screener/ACCESS Scores (grades K-12):
 •
    ○ Overall Composite   1.0-2.0
    ○ Reading and/or Writing   1.0-2.0
    ○ Listening and/or Speaking 1.0-3.0
 	
 • Two years or less in US Schools (except K-1)
 • Not proficient on EOGs/EOCs
 • Needs language support to participate in content classes
 • Students with Interrupted Formal Education (SIFE)
 • May have limited L1 literacy
 • May not be on track to meet high school graduation requirements
	• WIDA Screener/ACCESS Scores (grades K-12):
	
	    ○ Overall Composite 2.0-4.0
	    ○ Reading and/or Listening
	             2.0-4.0
	    ○ Listening and/or Speaking
	             2.0-4.0
	
	 • Three - Four years in US Schools (except K-1)
	 • Not proficient on EOGs/EOCs
	 • Struggles to manage academics with support
	 • May have some L1 literacy
	 • May be off track for meeting high school graduation requirements
	 • Teacher recommendation supported by class performance
		• WIDA Screener/ACCESS Scores (grades K-12):
		
		    ○ Overall Composite 4.0-4.8
		    ○ Reading and/or Writing
		             4.0-6.0
		    ○ Listening and/or Speaking
		             4.0-6.0
		
		 • Five years or more in US Schools
		 • May be proficient on EOGs/EOCs
		 • Manages class content with little support
		 • May have some L1 literacy
		 • Meeting high school graduation requirements
		 • Teacher recommendation supported by class performance
			• ACCESS Scores:
			    ○ Overall Composite 4.8-6.0
			
			 • Students will likely require some <u>*infrequent*</u> language and content scaffolding to fully access curriculum

LIEP continued

Services			
Comprehensive Language Services	**Supportive Language Services**	**Transitional Language Services**	**Monitored Former MLs**
Service delivered **daily** during the school day by ESL certified teachers in a separate setting for a minimum of 225 minutes per week of direct ESL instruction as determined by student need. • Differentiated, ESL class period/Pull-out, content-based ESL classes based on the NC ELD Standards • Taught by certified ESL Specialist using research-based methods for English language learning • Considerable focus on social and instructional language (BICS) needed for communication in school and community environments • Subsidiary focus on academic language learning (CALP) within the content areas	Service delivered during the school day by ESL certified teachers in a separate setting for a minimum of 180 minutes per week of direct ESL instruction as determined by student need. • Differentiated, ESL class period/Pull-out, content-based ESL classes or small groups based on the NC ELD Standards • Taught by certified ESL Specialist using research-based methods for English language learning • Focus on both social and instructional language (BICS) needed for communication in school and community environments and academic language learning (CALP) within the content areas **OR** by ESL certified teachers in a co-teaching setting with content area teachers **OR** by an ESL Specialist serving as a teacher of record (sheltered instruction) for the duration of the regularly scheduled content class period for a minimum of 250 minutes per week. • Sheltered instruction classes taught by dually certified ESL/content specific teachers • Sheltered instruction classes taught by certified content area teachers in conjunction with a certified ESL Specialist as co-teacher	Service delivered during the school day by ESL certified teachers/ESL tutors for a minimum of 90 minutes per week as determined by student need. **OR** by content area teachers trained in instructional methods for teaching MLs • Scheduled regular contact between ESL specialist and content area teacher to ensure ML student's progress toward English language goals	ESL specialist and/or district ESL Facilitator provide support on how to provide instructional modifications to support continued academic language development in the classroom.

Curriculum

Ready, Set, Go! Newcomer Kits Supplemental English Language Development (ELD) program designed just for newcomers in grades 3-12 with English language proficiency levels 1 and 2.

- Integrates all 4 language domains (Listening, Speaking, Reading, Writing)

- Lessons plans provide opportunities for differentiation with modification for both enrichment and remediation

- Skills assessment to identify individual student word skill and life skill strengths

- Allows for modification of content to best meet emergent language and literacy skills of the individual student

Professional Development

District Wide professional learning for ELD Specialists:
- NCELD Standard Course of Study (initial implementation 2022-2023)
- Specially Designed Instruction
  - Co-teaching
  - Formative assessment and data collection
  - MTSS process for MLs

School-based professional learning initiatives:
- SIOP
- Strategies for providing equitable access to the academic curriculum
- Language development strategies specific to the math classroom
- Co-teaching

These school-based PD initiatives are prioritized for schools with large ML populations.

Questions & Feedback

School Readiness Updates

August 8, 2022

Patrick Abele, Deputy Superintendent
Nick Mincey, Director, Maintenance
Larry Albert, Director, Transportation
Sara Pitts, Director, Child Nutrition Services

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Updates on School Readiness for:

- Child Nutrition Services

- Facilities & Maintenance

- Transportation

Child Nutrition Services Updates

- Waivers for 2022 meal programs ended and does not apply to schools returning for the SY 22-23. <u>All schools must collect free and reduced meal applications for families not directly certified through DSS, etc.</u>

- **All students, except those who are approved for free or reduced lunches, will be required to pay full price for meals.**

- All students will be served meals through the cafeteria line or at designated kiosk stations. (Kiosk stations can only be used where there is additional staffing available and where economically feasible to setup kiosks)

Child Nutrition Services Updates

- Paid Meal Prices: NO INCREASES FOR 2022-2023

- Breakfast*: No Cost for Students in Grades PK-5: $0.00

  Students in Grades 6-12: $1.40

- Lunch*: No Cost for Students in Pre-K: $0.00

  Students in Grades K-5: $2.45

  Students in Grades 6-12: $2.95

Students that qualify for reduced meal prices will receive direct communication on reduced prices for meals.

Facilities & Maintenance Updates

The district completes a series of facility maintenance projects and reviews campuses for the opening of schools. Projects included this year:

- Door and lock hardware review, maintenance and checks
- Floor finishing and waxing
- Replacement of filters and check of HVAC mechanical systems
- Fire alarm systems and fire suppression systems
- Electrical systems, boilers and lighting systems (interior and exterior)
- Pavement and parking lot repairs including striping of all parking lots
- Review of all playground equipment and removal of equipment deemed unsafe; upgraded swing chains on all elementary playground
- Plumbing faucets and fixtures repairs and maintenance at all school locations
- Roofing repairs at various campuses
- Window replacement and repair on several campuses

Facilities & Maintenance Updates

Major capital projects are ongoing on the following campuses in preparation for the 2022-2023 school year:

- Mechanical system upgrades at: Central Elementary School, Efland-Cheeks Elementary School and River Park Elementary School. Future work will be completed to upgrade the systems at AL Stanback Middle School, Grady Brown Elementary School and Hillsborough Elementary School

- Learning Center renovations on the campus of Hillsborough Elementary School

- Security System updates in coordination with Technology Services

Transportation Updates

Bus Driver Incentives

- Starting pay at $15.26 per hour for new drivers with 0-2 years of experience. Higher hourly rates for drivers with 3 or more years of experience currently over $17 per hour.
- Paid medical examination fee required for bus drivers.
- Reimbursement of CDL license fee.
- Annual retention bonus for drivers (entry level and 1-2 years at $250; 3-4 years at $500 and 5+ years at $1,000)
- $500 Referral bonus (Paid to an employee once a new driver is hired and has worked 90 days)
- $250 Driver perfect attendance bonus (per 9 weeks)
- Sign on bonus tiers up to $2,500

Transportation Updates

- The district currently has 59 buses scheduled in the fleet for the 2022-2023 school year.
  - The district is currently staffed at 48 buses drivers with a shortage of 11 bus drivers at this time.
- Families are reminded to ensure bus information is up-to-date by having their child's correct address information on file with the school and
- Students that do not ride a bus for 10 or more consecutive days without a valid excuse such as absence from school or staying after school for clubs, athletic team participation etc, will be removed from the routes.
- The district will maintain a call center daily from August 29th through September 8th starting at 6 am. The phone number to the call center will be 919-732-2531.

Finance & Human Capital: Oversight of Federal Programs—Request for New Position

August 8, 2022

Rhonda Rath, Chief Finance Officer

Joyce Hatcher, Chief Human Capital & Organizational Development Officer

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Dramatic Increase in Federal Programs

Number of Grants and Program Dollars have more than tripled over the past 5 years

Dramatic Increase in Federal Programs

		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
103	Improving Teacher Quality	195,974	176,141	158,913	174,389	198,762	268,591	286,346		
104	Language Acquisition State Grant	74,833	74,092	74,310	78,753	85,271	88,040	90,290		
108	Student Support & Academic Achievement		29,874	88,900	84,079	85,762	82,168	101,100		
111	Language Acquisition-Significant Increase	2,325	2,144	2,398	2,532	2,365	16,617	-		
115	Title I Targeted Support & Improvement	-	-	100,000	-	-	-	-		
017	CTE	77,481	75,380	72,512	83,730	88,610	110,649	114,461		
049	IDEA PreSchool	51,185	50,605	52,379	51,015	50,842	51,452	51,375		
050	Title I	1,905,086	1,252,549	1,146,392	1,133,152	1,122,831	1,546,429	1,312,569		
060	IDEA VI-B Handicapped	1,658,450	1,662,905	1,655,926	1,694,894	1,773,969	1,729,100	1,712,733		

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163	Cares Act 2020	-	-	-	942,810								
165	Cares Act Digital Curricula	-	-	-	-	51,354							
166	Cares Act Learning Management	-	-	-	-	26,180			Grants Expire 9/30/2022				
169	GEER Student Health Support	-	-	-	-	204,104							
170	GEER Supplemental Instructional Services	-	-	-	-	77,209							
171	ESSER III	-	-	-	-	3,691,860							
173	ESSER II - Supplemental Contract Instruction	-	-	-	-	-	47,056						
174	CRRSA - School Nutrition Covid	-	-	-	-	-	30,828						
176	CRRSA - Learning Loss Funding	-	-	-	-	-	177,121		Grants Expire 9/30/2023				
177	CRRSA - Summer Career Accelerator Program	-	-	-	-	-	121,062						
178	ESSER II - Compentency Based Assessment	-	-	-	-	41,471	41,471						
181	ESSER III	-	-	-	-	8,270,200							
184	ARP-ESSER III - Homeless	-	-	-	-	-	42,567						
185	ESSER III - ARP Idea Grant to States	-	-	-	-	-	424,014						
186	ESSER III - IDEA PreSchool Grants	-	-	-	-	-	33,576						
188	Summer Learning Loss Programs	-	-	-	-	-	-	174,925					
189	Instructional Year Learning Loss	-	-	-	-	-	-	165,712	Grants Expire 9/30/2024				
191	Location of Missing Students	-	-	-	-	-	33,118						
192	Cyberbullying & Suicide Prevention	-	-	-	-	-	75,456						
193	Gaggle	-	-	-	-	-	23,580						
194	ARP-ESSER III - CTE Hospitality	-	-	-	-	-	264						
203	ARP-ESSER III - Teacher Bonuses	-	-	-	-	-	438,339		EXPIRED				
205	ARP-ESSER III - Driver Training	-	-	-	-	-	2,367		Grants Expire 9/30/2024				
	Total Allotment	3,965,334	3,323,690	3,351,730	4,245,354	15,770,790	5,383,865	4,009,511					

Dramatic Increase in Federal Program Reporting

- Accountability expanded beyond DPI to include NC Pandemic Recovery Office
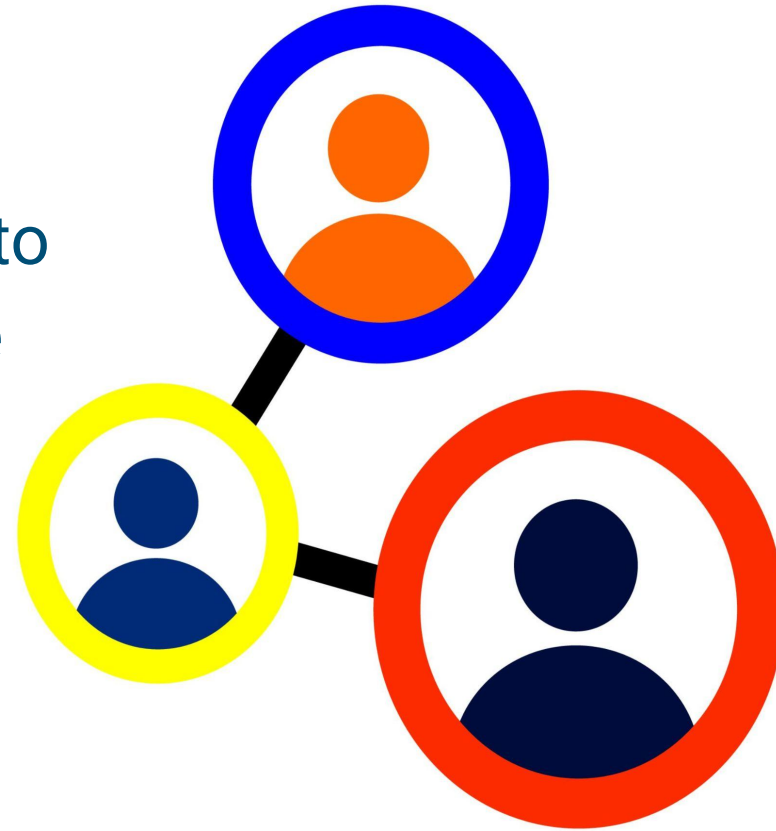
Heavy Federal Program Compliance, Monitoring & Reporting Requirements

Greater Federal Program Oversight Needed

- Single point of contact

  - Application

  - Compliance

  - Accountability

  - Reporting
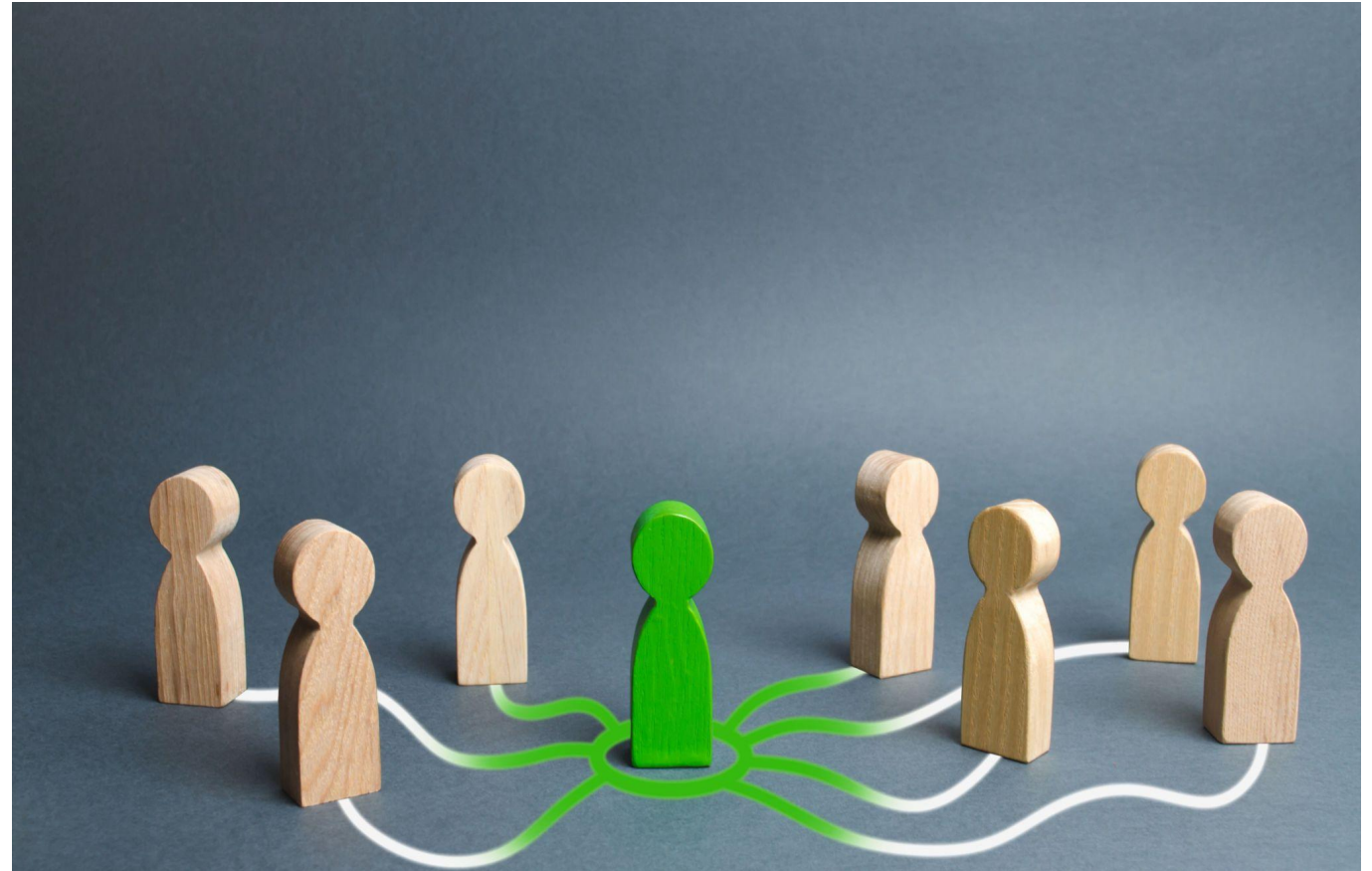
Questions, Feedback & Action Needed

Approve creation of Federal Programs Director position using funds from administrative funds in the grants and indirect costs

Strategic Plan Outcome Goal 3: **Exemplary Staff**

August 8, 2022

Joyce Hatcher, Chief Human Capital Officer

ENGAGE. CHALLENGE. INSPIRE.

Orange County Schools
NORTH CAROLINA

Staffing Updates- Certified

CERTIFIED VACANCIES OVER TIME

	Core Classroom Teachers	Non Core Classroom Teachers	Support Staff	Exceptional Children's Teacher	School Administrator	TOTAL
June 13 - June 17	40	19.5	14	11	3	**87.5**
June 20 - June 24	38	19	15.5	13	2	**87.5**
June 27 - July 1	40	20	12.5	10	2	**84.5**
July 4 - July 8	37	14	9	10	1	**71**
July 11 - July 15	24	8.7	15	10	1	**58.7**
July 11 - July 15	21	9.5	12.5	11	1	**55**
July 18 - July 22	26	10.2	14	9	2	**61.2**
July 25 - July 29	22	9	13	8	1	**54**
August 1 - August 5	24	11.3	7	5	1	**48.3**

SUMMARY OF CERTIFIED VACANCIES

Level	Site	Classroom Core Teacher	Exceptional Children's Teacher	Non-Core Classroom Teacher	School Administrator	Support Staff	Grand Total
Elementary	CE	2.0	1.0			1.0	4.0
	ECG	1.0					1.0
	HES				1.0	1.0	2.0
	NH	2.0		1.0			3.0
	PES	3.0		0.3			3.3
Elementary Total		**8.0**	**1.0**	**1.3**	**1.0**	**2.0**	**13.3**
Middle	ALS	1.0		2.0			3.0
	GHM	2.0	1.0	1.0		1.0	5.0
	OMS	4.0	1.0	1.0		1.0	7.0
Middle Total		**7.0**	**2.0**	**4.0**		**2.0**	**15.0**
High	CRHS	4.0	1.0	2.0		1.0	8.0
	OHS	5.0	1.0	4.0		2.0	12.0
High Total		**9.0**	**2.0**	**6.0**		**3.0**	**20.0**
Grand Total		**24.0**	**5.0**	**11.3**	**1.0**	**7.0**	**48.3**

CERTIFIED VACANCIES BY SITE

8/8/2022

Staffing Updates- Classified

		TA	EC TA	Data Manager	Bookkeeper	Receptionist	Family Liaison	EC OT/PT	TOTAL
CLASSIFIED VACANCIES OVER TIME									
August 1 - August 5		3	6	0	1	1	1	1	13

CLASSIFIED VACANCIES

Level	Site	TA	Receptionist	OT	EC TA	Family Liaison	Bookkeeper	Grand Total
Elementary	GAB	1				1		2
	HES			1	2			3
	NH	1						1
	PES						1	1
	RP	1						1
Elementary Total		3		1	2		1	7
Middle	ALS				2			2
	OMS		1		1			2
Middle Total			1		3			4
High	OHS				1			1
High Total					1			1
Grand Total		**3**	**1**	**1**	**6**	**1**	**1**	**13**

CLASSIFIED VACANCIES BY SITE

RECRUITMENT STRATEGIES

Recruitment & Hard to Fill Vacancy Strategies

- Sign-on Bonuses for Nurses, CTE, EC, Math, etc.
- New Hire referrals
- Branding/Marketing presence on social media outlets
- HBCU Recruitment Events
- Substitute Support/Long Term Substitutes
- Retention Efforts: New teacher support programs,continue retention bonuses increase local supplement structure
- Partnering with educational organizations

Unfilled Vacancies

- On-going recruiting
- Long-Term substitutes

Substitutes:

- Currently 75 Substitutes

RECRUITMENT STRATEGIES

OCS Recruiting on:
- Careers Website
- LinkedIn
- Facebook
- Twitter

RECRUITMENT STRATEGIES

Statistics (clicks) on links for OCS Careers via TeacherMatch/TalentEd Applicant Tracking:
- July 22-28: **1,107**
- July 29 - August 8: **2,327**

Questions?