



**Orange
County
Schools**
NORTH CAROLINA

ENGAGE. CHALLENGE. INSPIRE.

Board Meeting

June 27, 2022

Dr. Monique Felder, Superintendent



ENGAGE. CHALLENGE. **INSPIRE.**

VISION

Preparing every learner for lifelong
service and success





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MISSION

Engage, Challenge, Inspire

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





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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



4 Strategic Plan Outcome Goals

1. Teaching Tomorrow's Leaders
2. Excellence & Efficiency
3. Exemplary Staff
4. Empowering Culture





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Board Meeting

- Call to Order
- Public Charge
- Pledge of Allegiance
- Moment of Silence
- Recognitions

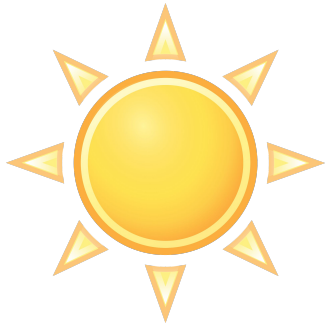
RECOGNITIONS



Weather Spotter Appreciation



Congratulations
Mr. Bobby Barwick, Jr.



BOARD RECOGNITION





**THANK YOU FOR
YOUR SERVICE**





**THANK YOU FOR
YOUR SERVICE**



AGENDA ADOPTION





Discussion/Action Items:

- Child Nutrition Pay Scales & Additional Supplement for Managers
- Renewal Invoice for Insurance Policies: Errors & Omissions/General Liability, Auto Inland Marine, and Workers Comp
- Social Emotional Learning (SEL) Curriculum Recommendation
- DRAFT AIG Plan
- Operations/Maintenance Annual Recurring Contracts
- Health & Safety Protocol Update



PUBLIC COMMENTS



CONSENT AGENDA

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12



CONSENT AGENDA



- Minutes
- Personnel Report & Recommendations
- 2022-2023 Student Insurance
- 2021-2022 Budget Amendments
- Authorization for Superintendent for Contracts & Purchases Over Summer
- 2022-2023 Payroll Calendars
- FY 2023 Budget Resolution Interim Appropriation Budget Approval
- Policy Updates Second Reading
- Facility Usage Fees
- Contract Approval for Fire Alarm System Upgrade
- Updated Tharrington Smith Contract
- School Resource Officer (SRO) 3-Year Contract Extension with Orange County Sheriff's Department
- Child Nutrition Summer Feeding Update
- Honors Math 1 Course
- Contract for a New School Visitor Management Registry System
- Purchase of Athletic Field Equipment (Mowers)

QUESTIONS & FEEDBACK



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Child Nutrition Services Pay Scales & Additional Supplement for Managers

June 27, 2022

Sara Pitts, Director of Child Nutrition



CHILD NUTRITION PAY SCALES



Background:

- April 11, 2022, the Board approved the implementation of the HIL recommended salary scales with a 3/8% (.00375) step increase for each year of experience for classified staff.
- Child Nutrition Services (CNS) staff were not included due to the funding source, i.e. the CNS Enterprise Fund.
- At that time, the Board requested that staff review placing CNS staff on the newly implemented classified pay scales and the necessary cost to sustain.
- The Board requested that student meal prices not be impacted to place CNS staff on the same pay scales as other district classified employees. After review and consultation, staff are bringing forth a recommended CNS hourly pay scale and additional supplement for CNS Managers.

CHILD NUTRITION PAY SCALES



Positions Impacted	Number of Staff
Child Nutrition Assistant	29
Child Nutrition Manager	11

- This recommended pay increase and additional supplement does NOT impact
 - Child Nutrition Substitutes
 - Child Nutrition District Staff

CHILD NUTRITION MANAGER SUPPLEMENT



Recommendation:

- CNS staff will be placed on a Grade 55 pay scale and CNS Managers will be placed on a Grade 58 pay scale. The pay difference between the current 55 and 58 pay scale is ~\$0.50 per hour which is creating difficulty in recruiting staff to step into the manager positions.
- Additional pay adjustment for CNS Managers:
 - 0-10 years experience in the Child Nutrition Services Field = \$250/month
 - 10-20 years experience in the Child Nutrition Services Field = \$350/month
 - 20+ years experience in the Child Nutrition Services Field = \$450/month





QUESTIONS, FEEDBACK, & ACTION



The Superintendent recommends the Board approve placing Child Nutrition Services staff on the current Grade 55 (Associates) and 58 (Managers) classified employee pay scales as well implementing the additional supplement for CNS Managers effective July 1, 2022.



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Renewal Invoices for Insurance Policies: Errors & Omissions/General Liability, Auto Inland Marine, & Workers Comp

Rhonda Rath, Chief Finance Officer





QUESTIONS, FEEDBACK, & ACTION



The Superintendent recommends approval of the renewal for insurance policies as presented.





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CORE SOCIAL AND EMOTIONAL LEARNING CURRICULUM

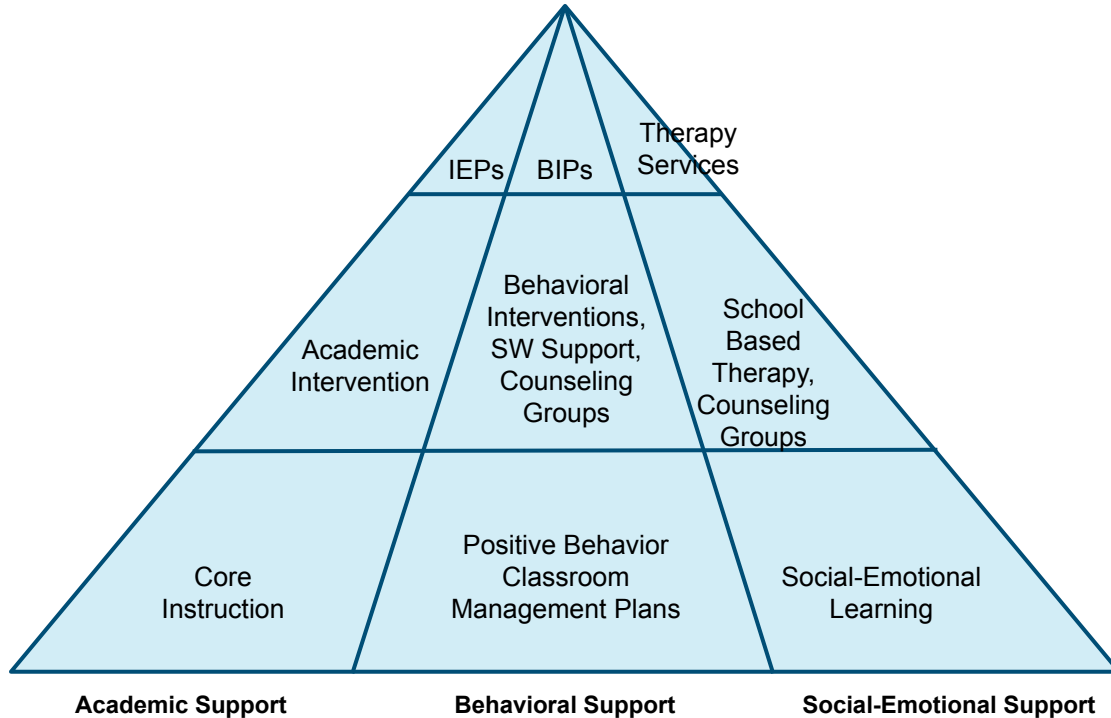
SELECTION PROCESS AND ADOPTION

Ms. Kimberly Degraffenried, 504/SEL Coordinator

GOAL 1: TEACHING TOMORROW'S LEADERS



KEY STRATEGY #1: MULTI-TIERED SYSTEM OF SUPPORT



3 Strands in our support for students to ensure the highest levels of learning and achievement

- **Academic Support**
- **Behavioral Support**
- **Social and Emotional Support**

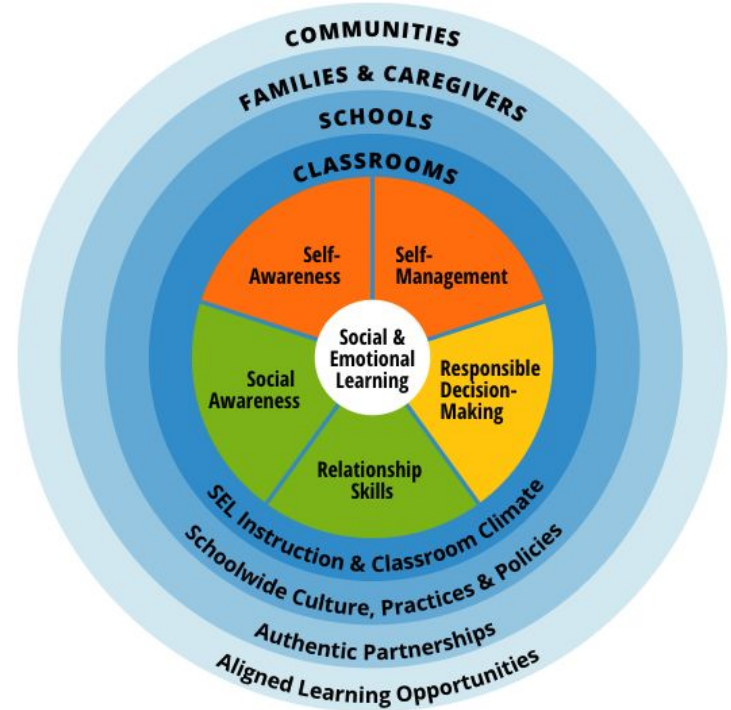
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SOCIAL AND EMOTIONAL LEARNING



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.”

SEL CURRICULUM SELECTION PROCESS



1. Establish selection criteria
2. Use criteria to identify aligned curriculum
3. Host curriculum presentations for stakeholder groups
4. Send curriculum to schools for evaluation by educators
5. Use evaluation scores to make recommendation to Cabinet and Board of Education
6. Align curriculum to NCSCOS
7. Create implementation plan with stakeholders
8. Identify fidelity measures
9. Deploy curriculum and continuously improve implementation



SEL CURRICULUM SELECTION PROCESS



1. ESTABLISH SELECTION CRITERIA

2. Use criteria to identify aligned curriculum
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MEETINGS TO ESTABLISH SELECTION CRITERIA

- January 24, 2022: Cabinet
- January 24, 2022: Representative Teachers/ Counselors from each school
- February 24, 2022: Parents serving on the OCS Discipline Task Force
- March 10, 2022: Parent members of School Improvement Teams
- March 11, 2022: Operations Team Meeting (Principals)

CURRICULUM SELECTION CRITERIA



- **ALIGNMENT:** Aligned to the North Carolina Standard Course of Study, NC's vision for Social and Emotional Learning and CASEL standards
- **EFFECTIVE/EFFICIENT PREPARATION FOR EDUCATORS:** Requires limited planning to implement
- **FULLY ADAPTABLE MATERIALS:** Ensure that all requirements can be met for all learners (differentiation, extension, intervention and/or remediation)
- **EMBEDDED IN CLASSROOM PROCEDURES:** Part of or help to create regular classroom processes
- **FACILITATES AND FOSTERS EQUITABLE CLASSROOM RELATIONSHIPS, PROCESSES, AND RESULTS**
- **COHESIVE AND DEVELOPMENTALLY APPROPRIATE:** Materials match the age group and developmental levels of students
- **SUPPORTS GROWTH AND DEVELOPMENT OF SOCIAL AND EMOTIONAL SKILLS:** Skill development is scaffolded and spirals from Kindergarten to graduation
- **IN-PERSON, HYBRID, AND REMOTE INSTRUCTIONAL DELIVERY:** Can be used in any instructional setting
- **FACILITATE ASSESSMENT FOR CONTINUOUS IMPROVEMENT:** Data is available to inform growth and development and facilitate continuous improvement of implementation.

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SEL CURRICULUM SELECTION PROCESS



1. Establish selection criteria
2. **USE CRITERIA TO IDENTIFY ALIGNED CURRICULUM**
3. **HOST CURRICULUM PRESENTATIONS FOR STAKEHOLDERS**
4. **SEND CURRICULUM TO SCHOOLS FOR EVALUATION BY EDUCATORS**
5. Use evaluation scores to make recommendation to Cabinet and Board of Education
6. Align curriculum to NCSCOS
7. Create implementation plan with stakeholders
8. Identify fidelity measures
9. Deploy curriculum and continuously improve implementation



Request for proposal

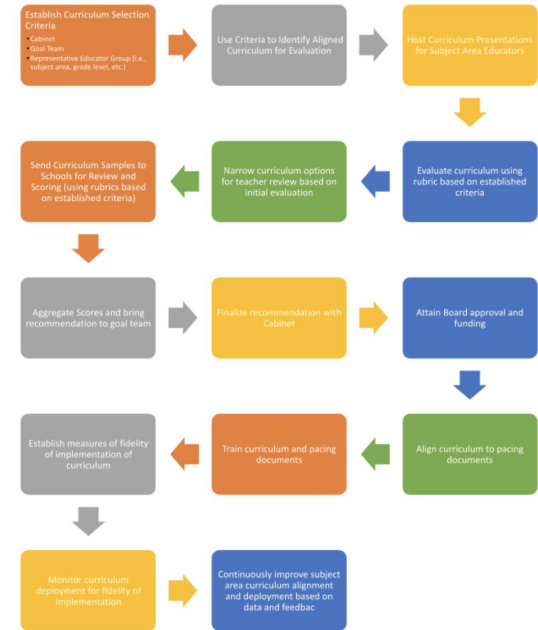
- [RFP distributed](#) April 8, 2022 with proposals due on April 22, 2022
- Received 5 responses
- Hosted presentations on May 5, 2022
- Deployed [survey](#) for review on May 9, 2022

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SEL CURRICULUM SELECTION PROCESS



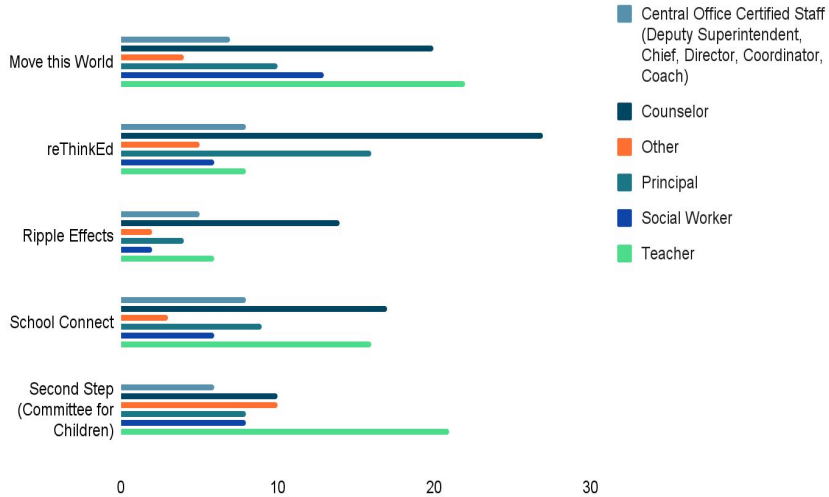
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5. **USE EVALUATION SCORES TO MAKE RECOMMENDATION TO CABINET AND BOARD OF EDUCATION**
6. Align curriculum to NCSCOS
7. Create implementation plan with stakeholders
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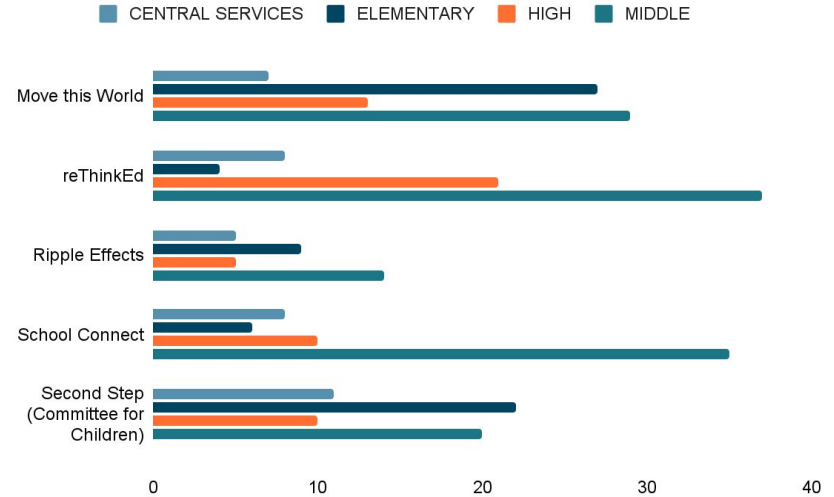
FINAL RESULTS OF FEEDBACK SURVEY



RANKING OF EACH CURRICULUM POSITION



RANKING OF EACH CURRICULUM GRADESPAN



FINAL RESULTS OF FEEDBACK SURVEY

JUNE 13, 2022 MEETING OF TEACHER REPS FROM EACH SCHOOL



Curriculum	Elementary (Overall Rank)	High (Overall Rank)	Middle (Overall Rank)	Grand Total (SUM)
Move this World	4	3	2	66
reThinkEd	5	5	4	83
Ripple Effects	1	4	1	62
School Connect	2	3	3	58
Second Step (Committee for Children)	3	1	5	70

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CURRICULUM RECOMMENDATION



Based on feedback from both the May 5th and June 13th sessions, we would like to recommend rethinkEd as the SEL Curriculum choice for all OCS schools (PK-12).

Rationale for the recommendation include:

- Aligned to CASEL competencies, NC SCOS, NC's vision for SEL, etc.
- Available lessons and activities for Tier 1, 2 & 3. Also adaptive options for those with individualized learning needs
- Lesson topics have available lessons from grades PK-12 (level appropriate) so all students can work on the same topics at their age/grade appropriate level.
- Ability to facilitate instruction in multiple formats (i.e. in-person, remote, hybrid)
- Offered in English and Spanish. Videos are closed captioned.
- On-going Support (PD and training) for staff
- Parent Engagement Component

Projected cost for rethinkEd District Wide implementation:

**\$58,400 annually
(based on enrollment of 7300)**

**Funding Source:
ESSER**

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DRAFT: 2022-2025 Academically & Intellectually (AIG) Plan

June 27, 2022

LaToya Warren-Robinson,
Student Talent Development Coordinator

Dr. Chris Gammon,
Executive Director of Curriculum & Instruction



Agenda



1. Article 9B
2. Goals and Mission
3. 2019-2022 NCDPI Recognition
4. Talent Development Framework
5. Plan Revision Process
6. Program Standards
7. Next Steps

Article 9B

Academically or Intellectually Gifted Students

§ 115C-150.5

The General Assembly believes that public schools should challenge all students to aim for academic excellence and that **academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment.** Academically or intellectually gifted students **exhibit high performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields.** Academically or intellectually gifted students **require differentiated educational services beyond those ordinarily provided by the regular educational program.** Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor. (1996, 2nd Ex.Sess.,c.18, s.18.24(f).)



Goals and Mission



In Orange County Schools, we believe that giftedness exists within all ethnic, geographic, and socioeconomic groups, that students demonstrate gifted behaviors in many ways, and that gifted learners have unique learning needs. We aim to provide a program of **inclusive gifted education within a talent development framework** that recognizes and responds to diverse outstanding abilities. We will provide a program of inclusive gifted education through North Carolina AIG Program Standards:

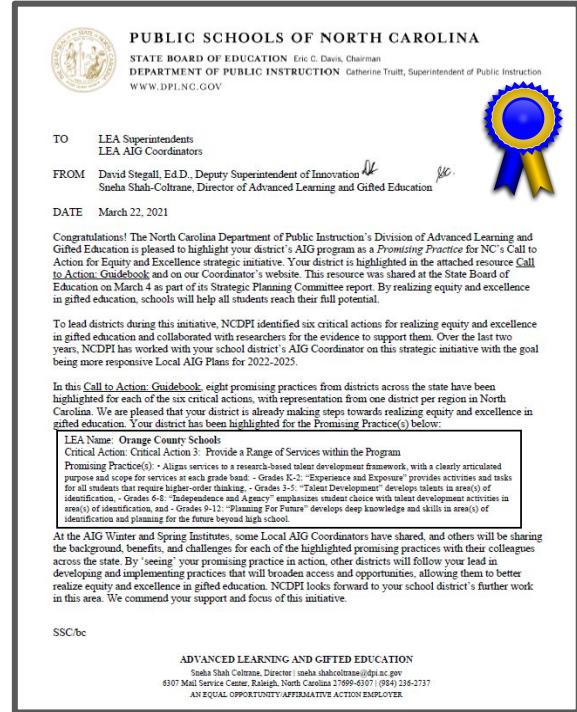
1. Screening, referral, and identification processes that recognize diverse forms of giftedness
2. Comprehensive policy and programming aligned to the [NC AIG Program Standards](#) and OCS Strategic Plan
3. Differentiated curriculum and instruction that enriches and enhances the North Carolina Standard Course Of Study (NCSCOS)
4. Ongoing and comprehensive opportunities for high quality professional development concerning the needs of gifted learners
5. Consistent and meaningful partnerships with our diverse community stakeholders
6. Implementing, monitoring, and evaluation of the local AIG program and plan to ensure comprehensive effectiveness

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2019-2022 OCS AIG Plan State Recognition



In March 2021, the North Carolina Department of Public Instruction's Division of Advanced Learning and Gifted Education highlighted the OCS AIG program as a *Promising Practice* for NC's Call to Action for Equity and Excellence strategic initiative.



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Talent Development Framework



- Abilities are domain-specific and malleable
- Domains of talent have different trajectories
- Opportunities are essential for talent development
- Opportunities must be taken
- Mental and social skills are valuable
- Long-range thinking and planning

Plan Revision Process



- **Fall 2021:** District Leadership and AIG Specialists reviewed existing plan and identified strengths/growth opportunities
- **Fall 2021:** District team analyzed each standard (provided verbal and written feedback)
- **Spring 2022:** Program survey provided to all schools (students, families, teachers)
 - Parent/Guardian Survey
 - Student Survey
 - Teacher Survey
- **Spring 2022:** Family Focus Night - recorded and posted on OCS webpage
- **Spring 2022:** Draft AIG Plan posted (translated) on OCS webpage for community stakeholder feedback

Standard 1: Identification



The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.

Key practices highlights:

- Universal screening in grade 2 and above
- Four pathways to identification
- Use of local and subgroup norms in Pathways 2 and 3
- Universal early learning experiences
- Use of Differentiated Education Plans (DEP)

OCS AIG Pathways



Orange County Schools Academically/Intellectually Gifted Identification Pathways Table

Academically Gifted- Reading ONLY	Academically Gifted- Math ONLY
<p>To be identified as academically gifted-reading ONLY, the student must meet the criteria of ONE of the pathways listed below:</p> <p>Pathway 1: 95th percentile or higher on the verbal portion of an aptitude test (when available, local norms will be used)</p> <p>Pathway 2: 95th percentile or higher on the reading portion of two standardized achievement tests (when available, local or subgroup norms can be used)</p> <p>Pathway 3: A portfolio of artifacts that demonstrate high performance or the potential to perform in reading, which may include:</p> <ul style="list-style-type: none"> ● Assessment scores using subgroup norms ● Work samples/artifacts ● Performance tasks ● Teacher observations ● Parent observations <p>Pathway 4 (Highly Gifted): 98th percentile or higher on the verbal portion of a standardized aptitude test AND 98th percentile or higher on the reading portion of a standardized achievement test</p>	<p>To be identified as academically gifted-math ONLY, the student must meet the criteria of ONE of the pathways listed below:</p> <p>Pathway 1: 95th percentile or higher on the quantitative portion, or quantitative-nonverbal partial composite, of an aptitude test (when available, local norms will be used)</p> <p>Pathway 2: 95th percentile or higher on the mathematics portion of two standardized achievement tests (when available, local or subgroup norms can be used)</p> <p>Pathway 3: A portfolio of artifacts that demonstrate high performance or the potential to perform in math, which may include:</p> <ul style="list-style-type: none"> ● Assessment scores using subgroup norms ● Work samples/artifacts ● Performance tasks ● Teacher observations ● Parent observations <p>Pathway 4 (Highly Gifted): 98th percentile or higher on the quantitative portion, or quantitative-nonverbal partial composite, of a standardized aptitude test AND 98th percentile or higher on the mathematics portion of a standardized achievement test</p>
Academically Gifted- Reading AND Math	
<p>To be identified as academically gifted-reading AND math, the student must meet the criteria of ONE of the pathways listed in the reading column AND ONE of the pathways listed in the math column</p>	
Intellectually Gifted	Academically AND Intellectually Gifted
<p>To be identified as intellectually gifted, the student must score at the 95th percentile or higher on the nonverbal portion of a nationally-normed, district-approved aptitude test</p>	<p>To be identified as academically AND intellectually gifted, the student must meet the criteria of ONE of the pathways listed for academically gifted- reading only, math only, or reading and math, AND the criteria listed for intellectually gifted</p>

Spring 2022 AIG Child-count



Percentage of Race/Ethnicity Identified as AIG in OCS

(%) = Total percentage enrolled in OCS as of May 2022

	Asian (3%)	Black (14%)	Hispanic (27%)	American Indian (1%)	White (50%)	Multi (7%)
Female	23.44	9.18	8.58	22.22	25.9	15.83
Male	16.67	9.47	9.6	0	26.47	14.96
AIG Totals	20.54	9.32	9.11	20	26.25	15.41

Percent of Total OCS Students Identified as AIG: 18.44

Note: At the time the child-count was conducted (April 29, 2022), OCS had 7,092 students enrolled; 1308 were identified as AIG

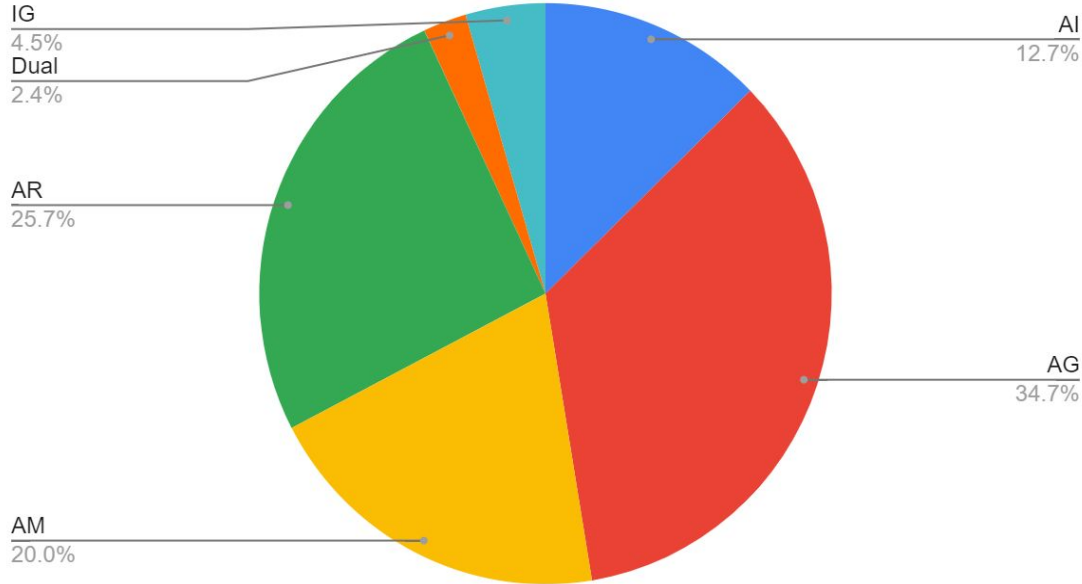
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Spring 2022 AIG Child-count



AIG Totals by Identification Areas

Total



- ❖ Academically Gifted Math (AM)
- ❖ Academically Gifted Reading (AR)
- ❖ Academically Gifted in Math and Reading (AG)
- ❖ Academically AND Intellectually Gifted (AI)
- ❖ Intellectually Gifted (IG)
- ❖ Dual (neurodiverse learner with two or more exceptionalities)

Standard 1: Student Identification



Stakeholder Feedback

Strengths

- Identification process accessible
- Identification process clear and easy to understand
- Identification criteria is fair

Growth Opportunities

- Ongoing communications and updates on the supports being given
- Clearer understanding of criteria for identification (consider non-English speaking families)
- Differentiated Education Plan (DEP) reviewed inconsistently

Standard 1: Student Identification



Action Steps

Goal: By June 2023, 100% of OCS schools will establish and implement a portfolio process.

Strategies Include:

- Develop and implement a consistent district portfolio model and rating system
- Partner with other NC school districts to observe portfolio process

Standard 2: Comprehensive Programming Within a Total School Community



The LEA provides a K-12 AIG program with an array of services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners. These services will develop students' strengths through intentional learning experiences in various domains that are not dependent on the students' demographic background or economic means.

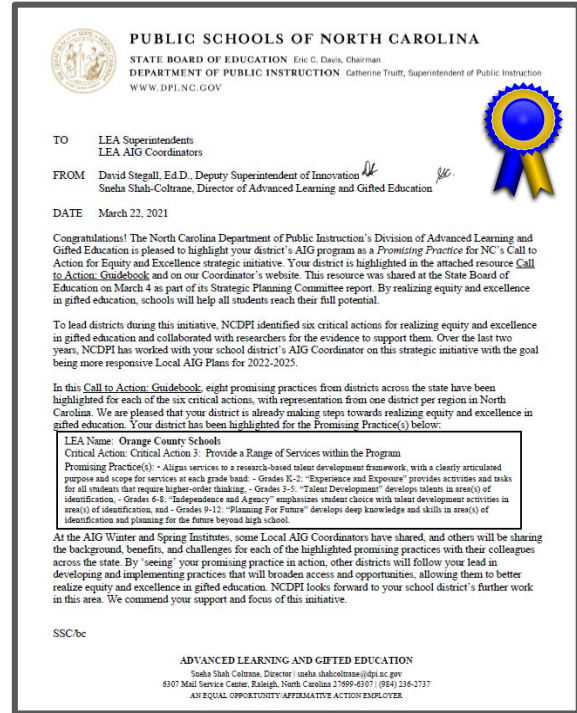
- Organization of programming by grade span, with each grade span having a specific purpose
- Integration of AIG services within the district's MTSS structure
- Utilization of flexible grouping on consistent basis at the elementary and middle school level
- Opportunities for acceleration when there is a demonstrated need
- Compacted math course opportunities for middle school students
- Universal nurturing in K-2 and universal screening in grade 2
- Targeted nurturing activities for students who are not formally identified as AIG but show a demonstrated need

Standard 2: Comprehensive Programming within a Total School Community



Grade span organization of programming:

- K-2: “Experiences and Exposures”
- 3-5: “Talent Development”
- 6-8 “Agency and Independence”
- 9-12: “Planning for the Future”

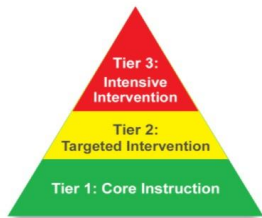


Standard 2: Comprehensive Programming within a Total School Community



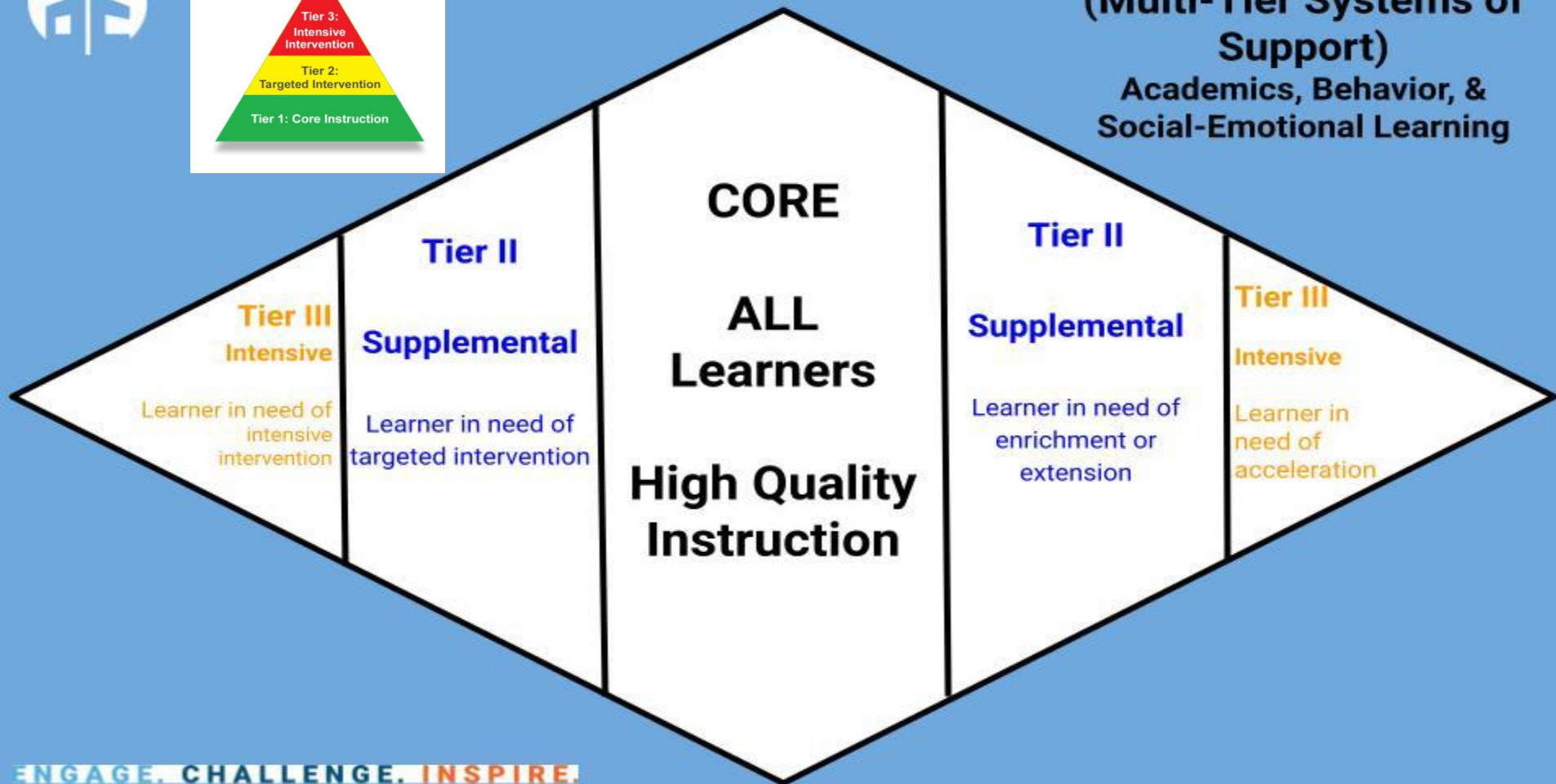
Acceleration Opportunities

- Early entrance to Kindergarten and/or 1st grade
- Whole-grade acceleration K-8
- Single-subject acceleration in reading and math grades K-8
- Compacted Math Course Opportunities (middle school)
- Credit by Demonstrated Mastery
- College-level courses



MTSS (Multi-Tier Systems of Support)

Academics, Behavior, & Social-Emotional Learning



Standard 2: Comprehensive Programming within a Total School Community - Stakeholder Feedback



Strengths

- District provides intentional and appropriate gifted support to the underrepresented populations
- Social-emotional learning needs are addressed at each school
- Teachers and staff collaborate to provide differentiated program and services to all

Growth Opportunities:

- Awareness and understanding of acceleration opportunities, compacted curriculum, Credit by Demonstrated Mastery, subject and/or grade acceleration
- Extra-curricular programs/events to enhance and further develop needs and interests

Standard 2: Comprehensive Programming within a Total School Community - Action Steps



Goal: By 2025, OCS will increase % of students taking at least one Advanced Placement (AP) course from 34.2% to 54.2% and % of students taking at least one International Baccalaureate (IB) course from 10.4% to 30.4%.

Strategies Include:

- Increase advanced course pathways in early high school years
- AVID programming
- Equal Opportunity Schools
- Professional Development

Standard 3: Differentiated Curriculum and Instruction



The LEA employs challenging, rigorous, and relevant curriculum and instruction to accommodate a range of academic, intellectual, social, and emotional needs of K-12 gifted learners.

- Collaboration with classroom teachers to extend, enrich, and/or accelerate the NCSCOS
- Intervention and/or enrichment opportunities built into elementary and middle school's instructional schedule
- Supplemental materials to augment curriculum and instruction for AIG students
- Using instructional and grouping strategies to support social and emotional growth for all identified students as well targeted support for individual students
- Early intervention and talent development opportunities for K-2

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Standard 3: Differentiated Curriculum and Instruction



- **District Initiatives aligned to Strategic Plan**

- District Curriculum Mapping - Summer 2022
- Professional Learning Community Professional Development - 2022-2024
- MTSS driven master scheduling

- **Kindergarten-2nd Grade**

- Whole class lessons to practice advanced thinking skills
- When practicable, flexible small group instruction

- **3rd-5th Grade**

- Tier 1: Differentiation in core
 - Open-ended reading reading tasks and tiered assignments
- Tier 2: Supplemental acceleration/extension/enrichment
 - Primary and Upper Elementary Math Challenge
- Tier 3: Intensive individualized areas of talent development
 - Single-subject or whole-grade level acceleration

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Standard 3: Differentiated Curriculum and Instruction



Tier 1 (embedded supports available to all AIG students)

- Cluster grouping and advanced courses to provide an intellectual peer group

Tier 2 (targeted support for some AIG students as needed)

- Targeted social skills groups, such as bibliotherapy or art incorporation

Tier 3 (significant support for a few AIG students)

- Referral to the school-based support team for further investigation (possible services may include counseling or social skills services)

Standard 3: Differentiated Curriculum and Instruction - Stakeholder Feedback



Strengths:

- Core & elective teachers know how to best support the complex needs of AIG students
- AIG specialists are working to meet the needs of nurtured and identified students
- K-3 development and potential is promoted

Growth Opportunities:

- Consistent Differentiated Education Plans (DEPs) communication
- Differentiated, rigorous, and relevant curriculum and instruction
- Support for students taking online courses
- Elementary and middle school levels of support vary
- Parents/guardians awareness of acceleration opportunities and process

Standard 3: Differentiated Curriculum and Instruction - Action Steps



Goal: By June 2024, building administrators and AIG specialists will collect evidence of early intervention and talent development opportunities at each elementary school.

Strategies Include:

- Curriculum Mapping - develop collaboratively with AIG specialists
- PLC Coaching with Solution Tree
- Targeted professional development with consultants

Standard 4: Personnel and Professional Development



The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the diverse needs of gifted learners that is ongoing and comprehensive.

- AIG specialists assigned to each elementary and middle school
- Restructuring of PLC through district partnership with Solution Tree
- Creation of professional development opportunities for personnel involved in AIG programs and services

Standard 4: Personnel and Professional Development - Stakeholder Feedback



Strengths:

- Partnership with national educational consultant for elementary AIG specialists

Growth Opportunities:

- Professional development opportunities for middle school AIG specialists
- Professional development opportunities based on recognizing non-traditional characteristics of gifted learners
- Restructuring of AIG PLC

Standard 4: Personnel and Professional Development (PD) - Action Steps



Goal: By June 2025, OCS will increase the percentage of teachers acquiring their AIG certification by 10%.

Strategies Include:

- District funding to support certification process
- Interest groups and Information sessions
- PD to include Non-Traditional Characteristics of Giftedness
- Leverage school-based AIG Specialists to build teachers' capacity

Standard 5: Partnerships



The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.

Highlights of key practices:

- Establish AIG advisory group
- Annual informational meetings
- Intentional, two-way partnerships with parents/guardians
- Partners with community stakeholders to enhance and support local AIG program and services
- Development of partnerships with local institutions of higher learning



Strengths:

- Partners and communicates with parents/guardians to ensure that most appropriate services for children are delivered

Growth Opportunities:

- Ongoing communication of AIG program, plan, policies, and information
- Ongoing communication of available opportunities for AIG students
- Partnerships within the community
- Inclusion of parents/guardians in ways to support gifted education

Standard 5: Partnerships - Action Steps



Goal: By June 2025, OCS will attain a 100% satisfactory rating by AIG parents/families on Standard 5 of NCDPI's Advanced and Gifted Learning Survey.

Strategies Include:

- Monthly/Quarterly AIG Advisory Committee Meetings
- Robust and Maintained AIG District Webpage
- Quarterly newsletters

Standard 6: Program Accountability



The LEA implements, monitors, and evaluates the local AIG program and plans to ensure that all programs and services are effective in meeting the diverse academic, intellectual, social, and emotional needs of gifted learners.

Key practices highlights:

- Development of written AIG plan
- Use of Data Collection Record (DCR) for each identified student to ensure meaningful data collection
- Annual headcount analysis
- Elicitation of regular feedback from students, parents/guardians, families and other stakeholders
- Utilization of AIG advisory group

Standard 6: Program Accountability- Stakeholder Feedback



Strengths:

- District protects the rights of of AIG students through policies, procedures, and practices

Growth Opportunities:

- Sharing of relevant data from evaluation of the local AIG program to the public
- Awareness of policies and processes in place to hear grievances that safeguard the rights of child/children
 - reassessment
 - transfers from other districts
 - procedures for resolving disagreements



Action Steps

Strategies Include:

- Utilize Branching Minds to gather, analyze and disseminate AIG student growth and achievement data
- Quarterly student achievement data reporting
- Program updates provided through:
 - AIG Advisory Committee
 - Student Achievement Committee Meetings
 - Board of Education Meetings
 - Quarterly Newsletters

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QUESTIONS, FEEDBACK, & ACTION



The Superintendent recommends approval of the district's 2022-2025 AIG Plan as presented.



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NORTH CAROLINA

Operations/Maintenance Annual Recurring Contracts

June 27, 2022

Patrick Abele, Deputy Superintendent - Operations



OPERATIONS/MAINTENANCE CONTRACTS



#1: Security Maintenance Service Contract

The annual recurrent fee for 2022-2023 is \$158,616. In addition, the administration recommends an additional purchase authorization of \$30,000 for service upgrades and identified safety system modifications necessary to meet security plan priorities.

Total contract approval requested: \$188,616 for 2022-2023. Funding is budgeted through the Capital Investment Plan for this security and safety cost.

#2: Landscape and Fire Ant Services

The annual recurring contract for 2022-2023 is \$226,600 with an additional amount of \$21,500 for annual fire ant treatment.

Total contract approval recommended for 2022-2023 is \$248,100. Funding is allocated through the annual local maintenance budget.



#3 Nurse Support Services

When there are nurse vacancies or nurses out on extended leave, the district utilizes contracted services for nurse staffing. Due to health and medical requirements to meet student needs, a qualified nurse is needed to be on each campus each day. The district has used Dzeel clinical in the 2021-2022 school year. In addition, the district would like to offer a contract to Intellichoice Home Care for nursing support as an alternative when there are nursing shortages. Rate sheets for each company are enclosed.

Total contract for nurse staffing agencies not to exceed \$60,000.



QUESTIONS, FEEDBACK, & ACTION



The Superintendent recommends the Board approve the annual recurring contracts as requested.



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Health & Safety Protocol Updates

June 27, 2022

Patrick Abele, Deputy Superintendent - Operations
Andrew Poole, Director of Security





Decisions on Indoor Masking Requirements

- On June 13, 2022, Orange County Schools recommended the following metrics and criteria for moving to optional masking within the school environment over the summer months:
 - Required indoor masking on a campus whenever a cluster for COVID-19 was identified by the Orange County Health Department
 - Removal of the “2%” weekly in-school transmission case count cap due to limited students in summer programs
- Recommendations are being updated per changes to the NC Strong Schools Toolkit guidance and cluster count methodology updated on June 17, 2022.



Criteria to Report a Cluster in a Non-Congregate Living Setting (6/17/2022)

- A minimum of five laboratory-confirmed cases of COVID-19 within 14 days with evidence of epidemiological linkage between cases

OR

- 15 or more laboratory-confirmed cases of COVID-19 within 14 days associated with the same setting or facility in the absence of specific information about epidemiological linkage.



Recommendations for Decisions on Indoor Masking Requirements

- 1) Cluster identification would require indoor masking for a period of 10 days. The required masking would only be required for the summer program impacted by the cluster and not the entire campus. Students that cross over programs for buses or meal times would require masking by both programs.
- 2) If the Orange County Health Department (OCHD) receives reports of 15+ positive COVID 19 cases within a 14-day period within a school's population (by campus) and the OCHD identify a cluster without epidemiological link, per new additional state definition of cluster, the entire campus is required to mask for full 10 full days indoors after it has been identified.
- 3) Mask exemptions as previously outlined remain in effect.



QUESTIONS, FEEDBACK, & ACTION



The Superintendent recommends the Board approve the Health & Safety Updates for indoor masking by program or campus as presented.

