



**Orange  
County  
Schools**  
NORTH CAROLINA

ENGAGE. CHALLENGE. INSPIRE.

# Board Meeting

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May 9, 2022

Dr. Monique Felder, Superintendent



ENGAGE. CHALLENGE. **INSPIRE.**

# VISION

Preparing every learner for lifelong  
service and success





ENGAGE. CHALLENGE. **INSPIRE.**

# MISSION

*Engage, Challenge, Inspire*

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





**ENGAGE. CHALLENGE. INSPIRE.**

# 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

# OCS Strategic Plan Goals

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





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County  
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NORTH CAROLINA

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# Board Meeting

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



# RECOGNITIONS



**2022 NCCAT  
BEGINNING  
TEACHER OF  
THE YEAR**





A silver ballpoint pen and a metal clip are positioned diagonally across a white sheet of paper. The pen is in the foreground, pointing towards the bottom left. The clip is in the background, partially obscured by the pen. The text "AGENDA ADOPTION" is printed in bold, black, sans-serif capital letters on the right side of the paper.

# **AGENDA ADOPTION**



# AGENDA



## Worksession (Information Items):

- CTE Local Plan Presentation
- STEM in Orange County Schools Update
- Middle School Math Scope & Sequence
- Exceptional Children (EC) Update Part 1



# PUBLIC COMMENTS





# BOARD COMMENTS





# CONSENT AGENDA

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



# CONSENT AGENDA



- Minutes
- Personnel Report
- SB 654: Monthly Mask Review & Decision
- Partnership Academy ALP DPI Certification
- School Bus Transportation Fuel Purchase Contract




# Career & Technical Education



May 9, 2022


## Shannon Braxton, CTE Director

***Orange County Schools CTE programs do not discriminate on the basis of race, color, national origin, sex, disability, or age in its activities and programs, including employment policies and practices.***



**Orange County  
Schools**

# Career & Technical Education



**CTE**

**2021-2022 As a Glance**

*Learning that works for Orange County...without limits*

**30**

Classroom Teachers

**7**

CTE Program Areas Offered

**\$**

Business, Finance & Marketing

**2**

High School Career Development Coordinators

**Art/Culinary Education**

**Career Development**

**Computer Science & Information Technology**

**Health Services**

**Trades, Technology & Manufacturing**

**97.6%**

Graduation Rate

**Family Consumer Science**

**85+**

CTE Courses Offered

**4**

Work Internship Sites

**2,222**

Middle School CTE Participants\*

**3,089**

High School CTE Participants\*

**149**

Career & College Promise CTE Participants\*




**5,311**

Total CTE Participants\*

**33**

Industry Credentials Available

**FOLLOW US**

**@CCSCTE**







**CONTACT US**

919-245-4003


*Participants includes all students in grades 6-12 enrolled in any career development course or technical education course. Career & College Promise includes all students in grades 9-12 enrolled in any career development course or technical education course. Career development coordinators are employed by the school district but are not directly employed by Orange County. All participants are Orange County residents.*

**7**

CTE Student Organizations Offered

**Participating Schools:** All 12 schools in the Orange County School District including all 12 high schools, 10 middle schools, 10 elementary schools, 10 alternative schools, 10 charter schools, 10 private schools, 10 public schools, 10 independent schools, 10 religious schools, 10 non-profit schools, 10 for-profit schools, 10 non-academic schools, 10 academic schools, 10 non-credit schools, 10 credit schools, 10 non-diploma schools, 10 diploma schools, 10 non-graduate schools, 10 graduate schools, 10 non-associate schools, 10 associate schools, 10 non-bachelor schools, 10 bachelor schools, 10 non-master schools, 10 master schools, 10 non-doctorate schools, 10 doctorate schools, 10 non-graduate schools, 10 graduate schools, 10 non-associate schools, 10 associate schools, 10 non-bachelor schools, 10 bachelor schools, 10 non-master schools, 10 master schools, 10 non-doctorate schools, 10 doctorate schools.



[CTE Website](#) || [CTE Instagram](#) || [CTE Twitter](#)

# OCS CTE LOCAL PLAN APPLICATION



- The district planning documents and application for CTE State and Federal funding
- An agreement between the local and state boards of education
- A requirement of the state and federal accountability system
- Application due every two years
- Assurances, certifications and district signatures due yearly

# PERKINS V - REQUIRED USE OF FUNDS



**REQUIREMENT 1:** Provide career exploration and career development through a systematic framework designed to aid students, including the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study

**REQUIREMENT 2:** Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals

**REQUIREMENT 3:** Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations

**REQUIREMENT 4:** Support integration of academic skills into career and technical education programs and programs of study

**REQUIREMENT 5:** Plan and carryout elements that support implementation of CTE programs and programs of study that result in increasing student achievement of the local levels of performance

**REQUIREMENT 6:** Develop and implement evaluations of the activities funded by Perkins V, including evaluations to local comprehensive needs assessment



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# BUDGET



School Year	Federal 017	State 014	Months of Employment
2016-2017	\$77,000	\$112,000	382
2017-2018	\$75,000	\$110,000	379
2018-2019	\$72,000	\$110,000	379
2019-2020	\$89,418	\$111,049	379
2020-2021	\$97,760	\$112,500	383
2021-2022	\$119,292	\$169,017	385
2022-2023 (planning)	\$114,461	\$124,144	391

MOE dollar amount is the same for all CTE staff regardless of their number of years of service

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# BUSINESS ADVISORY COUNCIL (BAC)



- Chair Tai Huynh
- Vice Chair Katie Loovis

Joint Business Advisory Council is Orange County Schools with Chapel Hill Carrboro City Schools

# CARL D. PERKINS ACT (PERKINS V)



Perkins is dedicated to increasing learner access to high-quality Career & Technical Education programs of study.

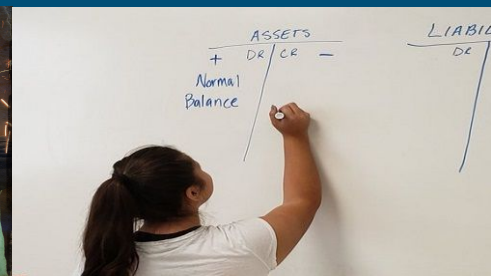
Focuses on the academic achievement of career and technical education students, strengthens the connections between secondary and postsecondary education, and improves state and local accountability.

These Federal guidelines require each CTE program to use certain quantitative measures to monitor the quality of CTE programs and are measured through specific performance indicators.





# PROGRAM AREAS



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# COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA)



- I. Evaluation of Performance**
- II. Labor Market Alignment**
- III. Size, Scope and Quality**
- IV. Career Pathways Implementation Evaluation of Progress**
- V. Improve Recruitment, Retention, and Teaching**
- VI. Equal Access to High-Quality CTE Programs of Study for All Students**



# PART III: NARRATIVES



## ***6 Questions/Prompts***

1. List OCS CTE State Approved Career Pathways Course Offerings/Activities and Special Population Inclusion
2. Collaboration with Workforce
3. Special Populations, Nontraditional fields & Equal Access
4. Work-Based Learning
5. Postsecondary Credit while in high school
6. Recruitment and Professional Development of CTE staff



# PART I: PERFORMANCE INDICATORS–DATA & STRATEGIES



1. Four Year Graduation Rate
2. Academic Proficiency in Reading/Language
3. Academic Proficiency in Mathematics
4. Academic Proficiency in Science
5. Post Secondary Placement
6. Non-Traditional Program Enrollment
7. Program Quality-Attained Recognized Postsecondary Credentials
8. Program Quality-State CTE Assessments and PBMs



# PARTICIPANT and CONCENTRATOR COUNT



- Middle School - 1263 students
- High School - 1690
- Total: 2953

CTE Concentrators - 329



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# PROGRAM ENROLLMENT



## Orange County Schools CTE Participants By Race/Gender



### (Unduplicated Enrollment) Grades 6-12

*\*Updated 11/08/2021*

	Asian	Black or African American	Hispanic	Two or More	White	TOTAL
2017-2018	14 (F) 16 (M)	180 (F) 233 (M)	295 (F) 390 (M)	56 (F) 73 (M)	665 (F) 986 (M)	2917
2018-2019	14 (F) 13 (M)	194 (F) 214 (M)	290 (F) 400 (M)	60 (F) 72 (M)	647 (F) 917 (M)	2829
2019-2020	17 (F) 15 (M)	206 (F) 224 (M)	333 (F) 406 (M)	77 (F) 87 (M)	625 (F) 912(M)	2906
2020-2021	17 (F) 19 (M)	201 (F) 230 (M)	367 (F) 439 (M)	83 (F) 80 (M)	632 (F) 917 (M)	2990
2021-2022	21 (F) 19 (M)	195 (F) 194 (M)	390 (F) 457 (M)	76 (F) 94 (M)	637 (F) 862 (M)	2950

# CONCENTRATOR



## CTE Course Management System

## OCS CTE Career Pathways

Law and Justice (LAWJ)				
Middle Grades Exploration	Foundational Prerequisite Option(s)	Prerequisite Option(s)	Concentrator Option(s)	Career Pathway Major Options
EY10 Explor Personal Character and Careers EY11 Exploring Careers and Employment TY40 Exploring Safety and Tools in the Trades	N/A	IP41 Law and Justice I	IP42 Law and Justice II	IP51 Emergency Management I WB45 CTE Advanced Studies LAW WB46 CTE Apprenticeship LAW WB47 CTE Internship LAW WB48 CTE Entrepreneurial Experience LAW Cooperative Education
	Supplemental Employability Skills Courses		0100 IB Personal and Professional Skills BM10 Microsoft Word and PowerPoint CC45 Career Management	
	Supplemental Technical Courses		IP11 Public Safety I	
	Work-based and Experiential Learning		Business and Industry Field Trip Job Shadowing Guest Speaker Internship Service Learning Cooperative Education Entrepreneurial Experience Mentorship Apprenticeship School Based Enterprise	
	Career & College Promise		Approved Career & College Promise Career Technical Education Pathway	
Intracurricular Career and Technical Student Organizations		SkillsUSA		



# INDICATOR 1: FOUR YEAR GRADUATION RATE of CTE CONCENTRATORS



OCS Actual	OCS Benchmark	State Goal	Gap
97.6%	97.71%	97.37%	+0.46

## Strategy:

- Career Development Coordinators (CDCs) will continue to work with CTE students to create Career Development Plans (CDPs) and work with counselors to ensure students have the right courses to graduate.





# INDICATOR 2: ACADEMIC PROFICIENCY

## READING/ LANGUAGE ARTS

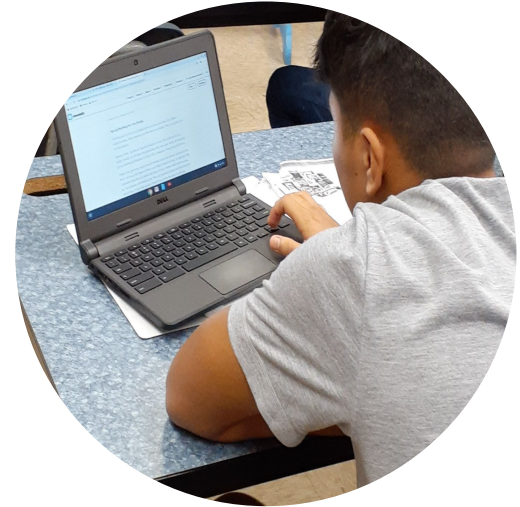


OCS Actual	OCS Benchmark	State Goal	Gap
35.20%	69.63%	54.86%	-34.43

This indicator measures students that earned proficiency of a level 4 or 5 on English II EOC. The student must have earned CTE Concentrator status by the end of their 10th grade year.

### Strategies:

- CTE teachers will review district data to identify students that need additional support
- CTE teachers will incorporate Newsela, writing and vocabulary strategies into lessons



# INDICATOR 3: ACADEMIC PROFICIENCY

## MATHEMATICS



OCS Actual	OCS Benchmark	State Goal	Gap
35%	53.44%	50.08%	-18.44

This indicator measures students that earned proficiency of a level 4 or 5 on Math I or Math III EOC. The student must have earned CTE Concentrator status by the end of their 11th grade year.

### Strategies:

- CTE teachers will review district data to identify students that need additional support
- CTE teachers will incorporate math strategies in lessons that align using assistance from mathematics department.



# INDICATOR 4: ACADEMIC PROFICIENCY SCIENCE



OCS Actual	OCS Benchmark	State Goal	Gap
64.20%	55.44%	53.20%	+8.76

This indicator measures students that earned proficiency of a level 4 or 5 on Biology EOC. The student must have earned CTE Concentrator status by the end of their 11th grade year.

## Strategies:

- CTE teachers will focus on vocabulary skills especially prefixes, suffixes and root words.



# INDICATOR 5: POST SECONDARY PLACEMENT



OCS Actual	OCS Benchmark	State Goal	Gap
97.67%	96%	95.13%	+1.67

This indicator measures CTE Concentrators one-year post graduation that are in post-secondary school, employed, or in military.

## Strategies:

- CDPs & senior surveys will be used to collect student contact information and updated during senior year.
- Students will be encouraged to participate in CCP courses.



# INDICATOR 6: NON-TRADITIONAL PROGRAM ENROLLMENT



OCS Actual	OCS Benchmark	State Goal	Gap
31.46%	33.26%	38.77%	-1.80

This indicator measures CTE Concentrators in concentrator course designated as non-traditional pathways.

## Strategies:

- Recruit, hire and retain staff that are non-traditional in these state identified pathways.
- Seek non-traditional mentors, guest speakers, job shadowing and internships.
- Support non-traditional students in level I CTE courses to promote pathway completion.
- Collaborate with Durham Tech on Power Of Us Grant



# INDICATOR 7: PROGRAM QUALITY - CREDENTIAL



OCS Actual	OCS Benchmark	State Goal
<5%	9.91%	21.57%

This indicator measures CTE Concentrators attainment of industry recognized credentials.

## Strategies:

- OCS CTE's goal for 5S1 is to provide all level two course with a credential opportunity.
- OCS CTE began in Spring 2022 to provide a credential opportunity for all level two courses (except Horticulture and PLTW)
- Ensure CTE teachers are prepared to offer the aligned credential in each level II course.







## 33 Industry Credentials Available

Adobe Certified Associate

(Dreamweaver, Photoshop, Illustrator)

American Red Cross CPR/First Aid

ANSI Accredited Food Handler Certification

ANSI Accredited Food Protection Manager

Autodesk Certified User REVIT

Certified Protection Officer

Certified Guest Service Professional

Community Emergency Response Team

Computing Technology Industry Association

Customer Service & Sales

Express Employment Professional Career Prep

Law & Public Safety Intro Competency

Microsoft Office Specialist

(Excel, PowerPoint, Word)

National Center for Construction Education & Research

National Incident Management System

National Law Enforcement Certification SPSS

NECI 911 Basic Communications

Office of State Fire Marshal Firefighter Certification

OSHA 10 Hour Industry Certification

(Ag, Construction/Woodworking, Health)

PrePac in Fashion Textile and Apparel

PrePac in Interior Design Fundamentals

PrePac in Nutrition Food Wellness

Python MTA 98-381

SAS Cert Spec Programming Fund - SAS 9.4

Woodwork Career Alliance Certification

Youth for Quality Care of Animals

# INDICATOR 8: PROGRAM QUALITY - OTHER



OCS Actual	OCS Benchmark	State Goal	Gap
60.39%	70.56%	71.63%	-10.17

This indicator measures CTE Concentrators technical attainment on CTE post assessments and Performance Based Measures (PBM).

## Strategies:

- OCS CTE staff will prepare pacing guides so ensure all CTE Course standards are adequately addressed during semester.
- OCS CTE staff will incorporate test taking strategies and use state released test questions to align course content with measures.
- Literacy and Mathematics focus for 2S1 and 2S2 will directly impact 5S4 as well.





# NEXT STEPS:



- Continue to **collaborate** with the Curriculum & Instruction team to improve the quality of the core instruction in CTE classes
- Continue to **integrate** literacy & math skills into CTE courses
- Continue to **focus** on the strategies identified for each performance indicator in part 1 of the application
- Continue to **seek advice** from the Business Advisory Council to stay relevant as we review course pathways



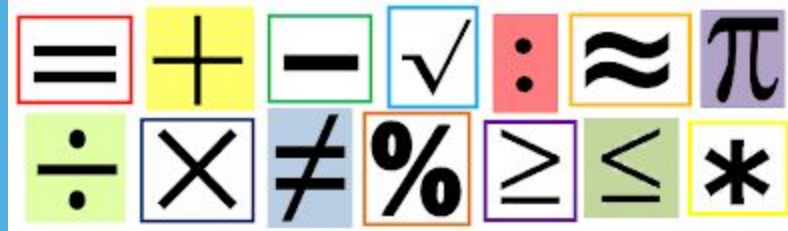
# QUESTIONS & FEEDBACK



## CTE Local Application



# Middle School Math Course Sequence



# OCS Middle Grades Math Representatives



- Claire Capps - 8th Grade / Math 1 Teacher at A.L. Stanback
- Angie Stephens - 8th Grade / Math 1 Teacher at Orange Middle
- Brit'ny Pinkney - Middle School Math Coach at Orange & Gravelly Hill
- Jennifer Parker - PreK-12 Math Facilitator
- Dr. Chris Gammon - Executive Director of Curriculum & Instruction

# Review of Course Structures:

- Met monthly with middle school math team from November - March
- Team consisted of teachers from each grade level, principals, AIG teachers, math coach, and district level personnel
- Process:
  - Shared current structure focusing on the student experience and needs of various student groups
  - Developed proposals for 6th - 8th grade structure
  - Made decision concerning current recommendation for math structure and resources needed to implement the structure



# Middle School Course Offerings for 2022-23



- 6th Grade Math - All Students
- 6th Grade Advanced Math - Offered during Enrichment / Intervention Block
- 7th Grade Math
- 7th Grade Advanced Math
- 8th Grade Math
- 8th Grade Advanced Math
- Math 1



# 6th Grade Courses for 2022-23

- All students will take 6th grade mathematics.
  - Extension activities will be offered for all students needing enrichment.
- 6th grade Advanced Math during Extension/Intervention
  - Address 5 standards from 7th grade mathematics to help prepare students for Advanced 7th grade math and Math 1
  - Incorporate problem solving tasks and visual mathematics as an extension of the 6th grade curriculum.



# 7th Grade & 8th Grade



7th Grade	8th Grade
<ul style="list-style-type: none"><li>● 7th Grade Mathematics</li></ul>	<ul style="list-style-type: none"><li>● 8th Grade Mathematics</li></ul>
<ul style="list-style-type: none"><li>● Advanced 7th Grade Mathematics</li></ul> <p>14 standards from 8th grade mathematics will be addressed.</p>	<ul style="list-style-type: none"><li>● Math 1</li></ul> <p>Additional standards from 8th grade math and the entire Math 1 curriculum will be addressed.</p>

# Rationale

- **6th Grade**

- Provide differentiation activities and support for all students through extensions.
- Focus support for students will occur for 6th grade. The following supports will be considered:
  - AVID
  - After school Program & Tutoring
  - MTSS support groups for math
  - Enrichment during the Advanced 6th grade math enrichment block.
  - AIG specialists
- Summer Curriculum Work

- **7th Grade / 8th Grade**

- Preparation for 7th graders to take Math 1 as 8th graders



# Key Considerations



- Best interest of the students
- Flexibility
- Teacher Involvement
- Develop resources over the summer to support teachers
- Seek options to provide additional support for students
- Schedule information sessions for families



## Middle School Math Course Sequence





**in**  
**Orange County Schools**





## Science

Seeks to answer questions about the natural world

## Technology

Refers to those things built, created, modified or used to solve a problem in human life

## Engineering

The process of solving problems within a set of design constraints

## Math

Concerned with the logic of numbers, shape, quantities, and arrangement

Also known as

Strategies

That

Engage

Minds

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# NC STATE ESSENTIAL STANDARDS



- Last revised in 2009, fully implemented in 2011
- Discussion ongoing about revision in the next few years
- Next Generation Science Standards (Next Gen or NGSS) has been adopted or used to shape state standards in more than 40 states.
- Currently, NC is one of only a handful of states that do not use NGSS. Upcoming revision of standards is likely to change that.
- Next Gen has a heavy focus on engineering.
- Currently, the state has adopted the use of the Science and Engineering Practices (SEPs) from the Framework of K-12 Science Education, which drives and informs Next Gen.
- New standards will likely mean science instruction will need to be more STEM instruction.

# Instructional Shift: Science and Engineering Practices

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

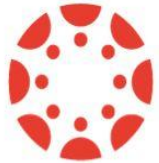


# SCIENCE RESOURCES



Science instruction is based on the North Carolina Science Essential Standards.

District created science documents are all located in Canvas



CTE: Middle school PLTW, Biotechnology in Ag  
High school PLTW @ OHS & Health Science @ CRHS

canvas



Discovery Techbook is our single comprehensive K-12 resource. It is one of a very few available that aligns specifically with NCSES. It also aligns with Next Generation Science Standards.



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# In addition

- OCS District STEM Facilitator—currently as part of K-12 Science/STEM Facilitator position
  - Position was created in 2014
- School based STEM Facilitators at NHES & CES (currently vacant and posted)
- Yearly STEM allotment for STEM tools, resources and materials
  - \$5000 per middle and high school
  - \$1200 per elementary school
- \$350,000 Burroughs Wellcome Fund grant
  - Used to fund four years of engineering summer camps for elementary and middle school students. Students recruited from underrepresented populations. Also used to create and build out MakerSpaces.
- School-based grants
  - Many schools have used grant money to further build out their MakerSpaces





# Data



- Elementary: over the years, 5th grade science scores are usually higher than reading scores



- Middle: over the years, 8th grade science scores are also usually higher.



- High: Biology, the only science course tested, tends to run lower than English 1 scores.



# WHAT'S HAPPENING NOW?



- Makerspaces in almost every elementary and middle school, all equipped with 3D printers
  - Use varies due to the space being used for alternative activities
  - GAB furthest along in making Discovery Lab a place of true STEM teaching and learning
- Some teachers are creating problem-based STEM Learning opportunities
- Science Nights or Fairs are held at many schools
- Science Olympiad team at CRHS has had great success
- STEAM focus for Summer Scholars Academy
- 3D printing and modeling is happening in some places using Tinkercad and Zortrax printers
- ClassVR Goggles are being used in some places for STEM projects
- Computer thinking practice in Pre-K onwards using tools such as Robot Turtles, Bee Bots, other robotics, Scratch Jr, Scratch and other tools.
- Integrated STEM teaching and learning is challenging at the elementary level due to schedule constraints

## Next Steps:

- Create opportunities for integrating STEM into core content areas at all elementary schools
- Provide support for makerspaces and professional development on best practices
- Expand after school STEM programs i.e. the *First* robotics after school program
- Expose students to STEM careers, especially our females and males to historically specific gender dominated careers i.e. girls to the computer sciences and boys to nursing
- Continue to strengthen STEM offerings at all tiers
- Work to fill the Science/STEM K-12 Facilitator vacancy as soon as possible





## STEM in OCS



# Exceptional Children Services Update



# Update Topics



- Exceptional Children by the Numbers
- Parent Council
- Staffing and Vacancies
- School Psychologists, Educational Diagnosticians and closing of overdue referrals
- Support to Schools



# **1,033 students**

**(7,402 total enrollment)**

**14% EC students (age 3 to age 22)**

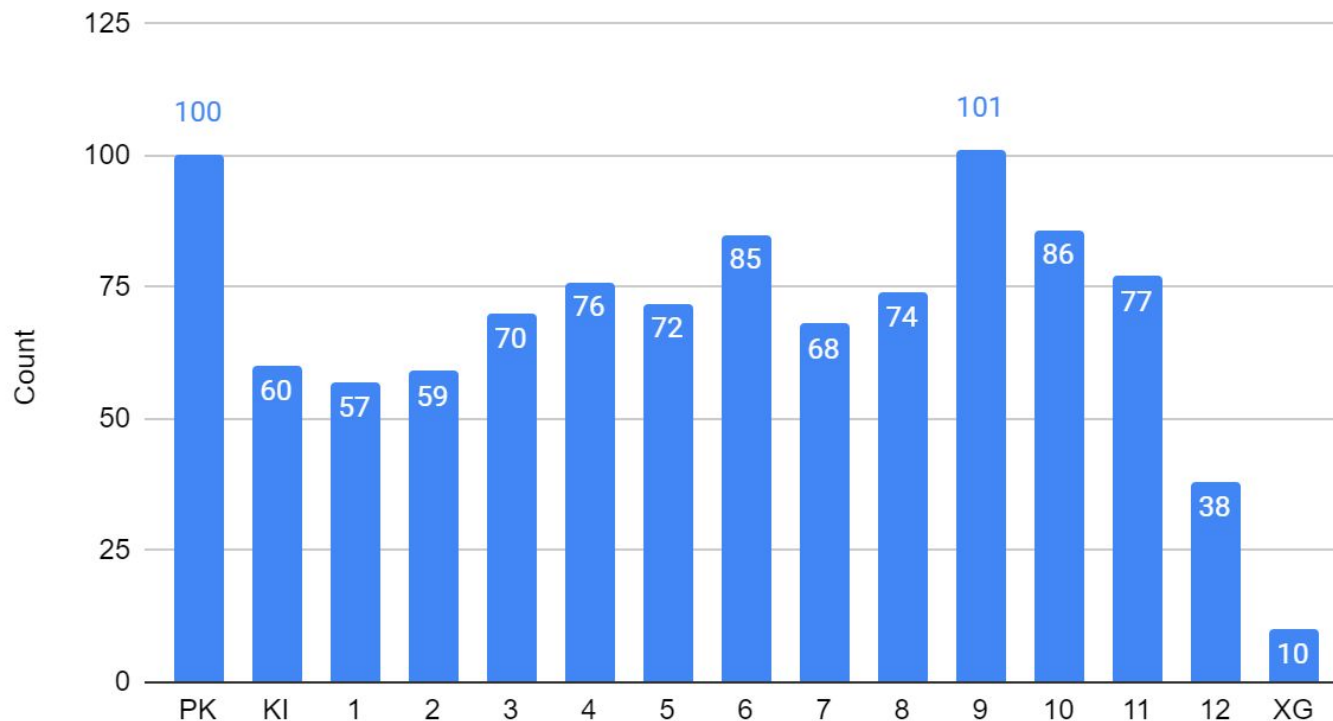
**12.75% State Funding Cap**

**14 Qualifying Conditions for EC Services**



# EC Students by Grade Levels

Students with IEPs by Grade



# Current EC Staff By the Numbers: 140.8 EC Staff (contracted staff not included)

- 49 Teachers
- 50 Teacher Assistants
- 3.8 School Psychologists
- 4 Educational Diagnostician
- 11 Speech-language Pathologists
- 4 Occupational Therapists
- 1 Certified Occupational Therapy Assistant
- 1.5 Physical Therapist
- .5 Orientation & Mobility Specialist (contract)
- 7 EC Bus Monitors
- .5 EC Transportation Coordinator
- 1 Teacher of the Visually Impaired (contract)
- 1 Teacher of the Hearing Impaired
- 1 Adapted Physical Educator
- 1 Behavior Liaison
- 1 Behavior Support Assistant (contract)
- 1 Administrative Assistant
- .1 Audiologist (contract)
- 5 District staff -Executive Director, Assistant Director, 3 Program Specialists (2 school age, 1 EC Pre-K)



Other Contracted Staff: School Psychologists, Licensed Clinical Social Worker

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# Areas of focus for moving forward:

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Parent Council

Staffing

Eligibility meetings

Audit

Support to Schools

Communication

Professional Development

IDEA Compliance



# EC Parent Council

## Why:

- Need for improved family engagement

## Who:

- Parents/Caregivers/Guardians who currently have EC students in OCS
- School Principal
- Social worker representative, and
- EC leadership

## What & How:

- [Family Picnic hosted by EC Department](#)
- Parent Trainings
- Equity Focus
- Guest Speakers

## Next Steps:

- Parent Focus meeting with ReThink Education
- Creation of Parent Training modules
- Discussion on strategies for increasing participation



# EC Eligibility Meetings

- Schools continued to schedule Eligibility meetings from referrals received during the COVID school closures and remote learning
- Challenges to conducting timely evaluations
  - Social distancing requirements
  - Masking requirements
  - Scheduling in-person evaluations while students were remote
  - Parental concern regarding safety
  - Providing support to parents for evaluations conducted online
- OCS Response
  - Online evaluations conducted by Presence Learning and Quantum Staffing (contracted psychoeducational evaluators)
  - Hired a Personal Support Person to support online evaluations
  - Transitioned from in-home to online evaluations
  - Hired Educational Diagnosticians to conduct the educational component of evaluations, gather required documentation including social developmental history, progress monitoring data, MTSS referral information, etc. freeing up school psychologists to conduct psychoeducational evaluations and write reports.
  - Compensatory Education for students determined initially eligible for EC services past the 90-day timeline. Families have been notified regarding comp ed services.
  - Students will receive the missed specialized instruction during Summer Scholars Academy.



# What is being done to assist schools?

District staff has prioritized schools with the highest number of overdue meetings by:

- Hiring Educational Diagnosticians
- Use of Contracted School Psychologists
- Deploying district staff to:
  - Writing IEPs and other related paperwork
  - Organizing the process
  - Serving as an IEP team member, as necessary
  - Provide direct teacher support
  - Provide LEA coverage for school administrators





# Staffing Ratio:

	ES Ratio	MS Ratio	HS Ratio
State Ratio	1:35	1:50	1:50
<b>OCS</b>	<b>1:15</b>	<b>1:15</b>	<b>1:22</b>
Alamance	1:18	1:25	1:25
Durham	1:18	1:20	1:25
CHCCS	1:10	1:14	1:18
Wake	1:20	1:22	1:37



- **OCS Staffing ratios:**

- **Separate settings:** no one is over the state maximum
  - State ratio: 8 students: 1 teacher, 2 TAs
- **Related Services**—no more than 45 students to 1 provider
  - State Ratio: 50:1

# Vacancies:

- Largest # of vacancies has been with EC Teacher Assistants
  - 14 TAs have turned over since August
  - Currently have 5 vacancies
- EC Teacher Vacancies
  - 9 throughout this year
  - Currently, 5 vacancies
- School Psychologists
  - 3.8 throughout this year
  - Have recommended 3 new psychologists plus an intern for 2022-2023
- Assistance provided to schools by EC district staff:
  - Subbing
  - Vetting resumes and sending to principals
  - Offer of interviewing or being a member of interview teams
  - Thought partnership
  - Recruitment
  - Providing IEP support through teacher and administrator coverage
  - Preparing IEPs



# Support for schools/staff:

## Continuous Support With:

- Substitute teaching in classes, 1:1 support for students, serving as homebound teachers
- Eligibility meetings
- Continual and Customized problem solving
- Leading Job-Alike meetings
- Weekly visits to schools and classrooms by EC District Staff
- Parent contact
- Due Process
- FBA and BIP process/ behavioral interventions
- Instruction



## Professional Development:

- 1:1 ECATS support
- Co-teaching
- TransMath
- Fusion Reading
- Equitable Access Across the Curriculum
- Due Process
- Crisis Prevention Institute Training
- Behavior Support Systems

## Communication:

- Department Chair meetings
- Educational Diagnostician Meetings
- 1:1 Meeting with Principals
- Principal Weekly update
- Monday Message to staff
- Individual Consultation with staff

**ENGAGE. CHALLENGE. INSPIRE.**

# Audits:

## Confidential File Audits: Done all year

**Purpose:** to determine the adherence to the state policies

- Continuous Improvement
- 2 files per EC Teacher
- District Staff Conducts Audits
- Examines for
  - Compliance with policies
  - Implementation
  - Qualitative Analysis
- Outcomes:
  - Overall, schools are doing a good job
  - Errors are consistent across schools—prompted district PD
  - Recommendations for instructional changes
  - Will conduct more over the summer—start the year in a proactive mode



## ReThink Education Study: May '22 - August '22

**Purpose:** to assess the educational/instructional experiences of students with disabilities and multi-language learners

- Multiple Data Points
  - Staff focus groups
  - Parent Focus groups
  - Teacher Observations
- What EC questions are we trying to answer ?
  - Are students with disabilities being educated within the general education classroom and what is the rigor of their instruction?
  - Are students with disabilities being provided appropriate scaffolds to access high level questioning and content?
  - What is the overall experience of students, staff and parents?

# Strengths and Challenges/Needs:

## Strengths:

- Committed OCS staff
- Continued Professional Development
- Goal: No overdue meetings for next year
- Connections to staff
- Expertise & Knowledge of EC District Staff
- Collaboration with DPI & other districts and local agencies to navigate a multitude of topics

## Challenges/Needs:

- Lack of classroom space
- Not enough time for targeted Professional Development
- Growing number of lateral entry teachers with no special EC training
- Growing Pre-K enrollment with not enough open slots
- Need for 1 more Educational Diagnostician
- Unbalanced EC program assignments at schools





## EC Updates

