



**Orange
County
Schools**
NORTH CAROLINA

ENGAGE. CHALLENGE. INSPIRE.

Board Meeting

March 7, 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





**Orange
County
Schools**

NORTH CAROLINA

ENGAGE. CHALLENGE. INSPIRE.

Board Meeting

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

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 visible at the top left. The text "AGENDA ADOPTION" is printed in bold black letters on the right side of the paper.

AGENDA ADOPTION



AGENDA



Discussion/Action Item:

- COVID-19 Health & Safety Updates and SB654 Monthly Mask Requirements
- Partnership Academy Facility Expansion and Renovation Planning

Worksession (Information Item):

- Strategic Plan: Goal 1 Updates
- Fiscal Year 2023 Superintendent's Recommended Local Operating Budget





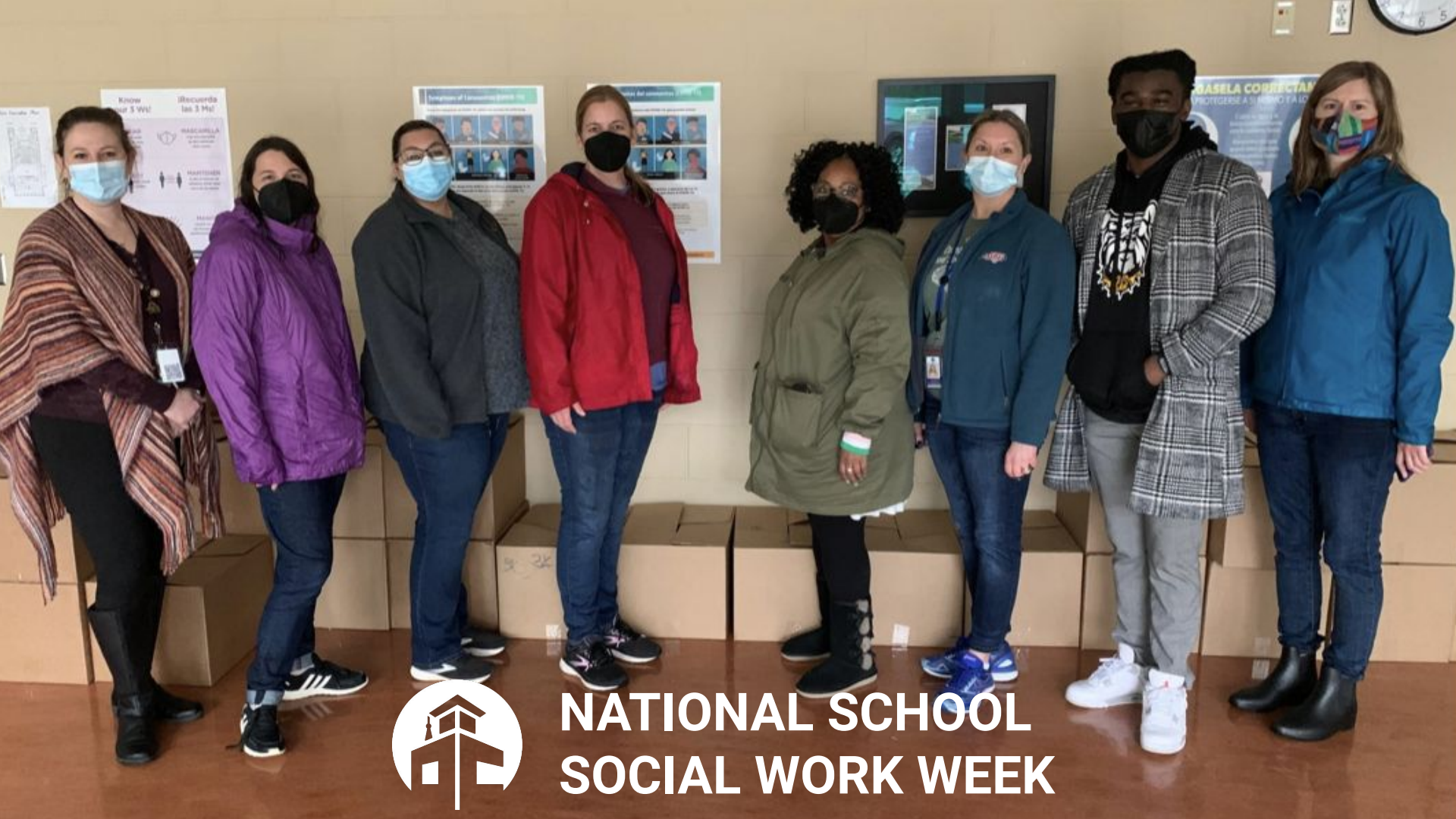
RECOGNITIONS





Women's History Month





**NATIONAL SCHOOL
SOCIAL WORK WEEK**



**NATIONAL
SCHOOL
BREAKFAST WEEK**



MUSIC IN OUR SCHOOLS MONTH



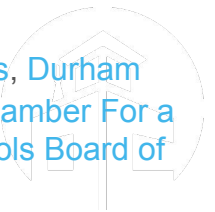
SUMMER CAREERS ACADEMY



[SUMMER CAREERS ACADEMY](#) is a new, [registered youth apprenticeship](#) program. This eight week career training program that takes place in the summer and connects local learners (ages 16-24) with new skills and paid work experiences in compelling career pathways. [Read the Oct 2021 announcement.](#)

The Summer Careers Academy is evidence of what great things can happen when public and private organizations engage in grassroot efforts to design opportunities in the best interest of our young people and the community as a whole.

Partners to include but not limited to: [Chapel Hill-Carrboro City Schools](#), [Orange County Schools](#), [Durham Technical Community College](#), the [Home Builders Association of Durham, Orange, and Chatham Counties](#), [The Chamber For a Greater Chapel Hill-Carrboro](#), [ApprenticeshipNC](#), the [Chapel Hill Town Council](#), the [Chapel Hill-Carrboro City Schools Board of Education](#)



PUBLIC COMMENTS



BOARD COMMENTS



CONSENT AGENDA

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



CONSENT AGENDA



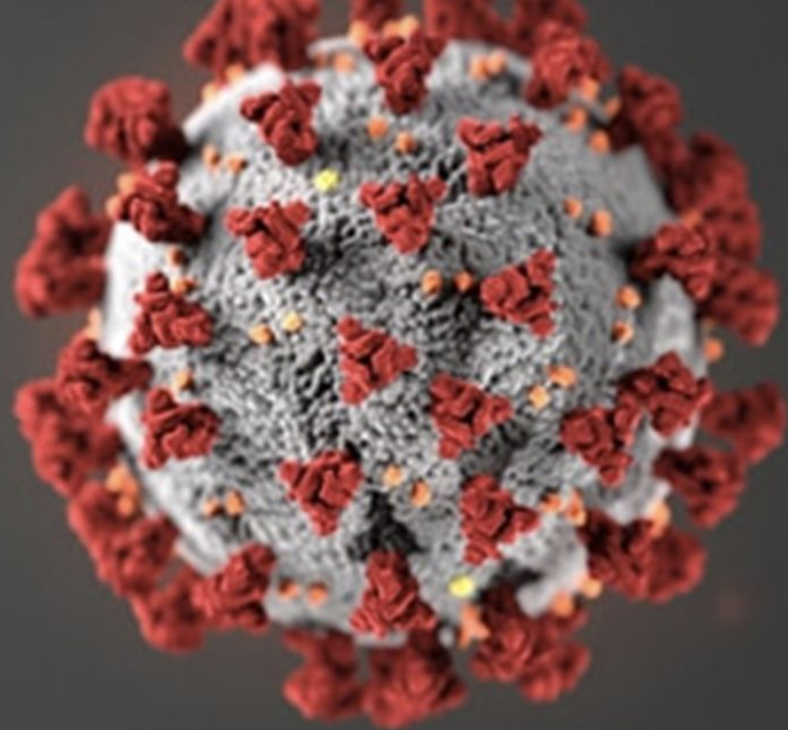
- Minutes
- Personnel Report
- Community Use of Facilities Rental Plan Update (March-June)
- FY 2022 Budget Amendments
- Orange County Certificate of Adequate Public Schools (CAPS) Requests for March 2022
- Purchase Equipment for Health Science CTE Program

COVID-19 HEALTH & SAFETY UPDATES



COVID-19

UPDATES



Quintana Stewart, MPA
Public Health Director
Orange County Health Department

March 7, 2022

Current COVID-19 Trends in Orange County

Data as of March 3, 2022

(Source: <https://covid19.ncdhhs.gov/dashboard>)

- 7-Day case rate: **66 cases per 100,000 residents**
▼ **94 % decrease** since Omicron peak (Jan. 14)
- Percent positivity: **4.4%** (last 14 days)
▼ **78 % decrease** since Omicron peak (Jan. 14)
- **78%** of residents partially vaccinated
- **76%** of residents fully vaccinated
- **122 total deaths** (*2 additional deaths during the last month*)

Shift in COVID-19 Conditions & Response

- COVID conditions have changed
 - *New variants - with shorter incubation periods and rapid transmission, mostly mild illness*
 - *Many cases not reported to public health agencies*
 - *Increasing levels of community immunity across the State*
 - *Wide availability of vaccines, treatment options, high-quality masks, and testing.*
- COVID Response now layered and tailored based on community impact
 - Surveillance – Wastewater, ED visits for Covid-like Illness, Genomic sequencing,
 - Community Resources – testing, treatment, masks
 - Prevention – vaccination and therapeutics



COVID-19 Response 2.0

Updated CDC Masking Guidance

COVID-19 Community Levels – Use the Highest Level that Applies to Your Community				
New COVID-19 Cases Per 100,000 people in the past 7 days	Indicators	Low	Medium	High
Fewer than 200	New COVID-19 admissions per 100,000 population (7-day total)	<10.0	10.0-19.9	≥20.0
	Percent of staffed inpatient beds occupied by COVID-19 patients (7-day average)	<10.0%	10.0-14.9%	≥15.0%
200 or more	New COVID-19 admissions per 100,000 population (7-day total)	NA	<10.0	≥10.0
	Percent of staffed inpatient beds occupied by COVID-19 patients (7-day average)	NA	<10.0%	≥10.0%

The COVID-19 community level is determined by the higher of the new admissions and inpatient beds metrics, based on the current level of new cases per 100,000 population in the past 7 days

Orange County- Community Level Metrics

COVID-19 Community Levels – Use the Highest Level that Applies to Your Community				
New COVID-19 Cases Per 100,000 people in the past 7 days	Indicators	Low	Medium	High
142.78 Fewer than 200	New COVID-19 admissions per 100,000 population (7-day total)	<10.0	10.0-19.9 15.2	≥20.0
	Percent of staffed inpatient beds occupied by COVID-19 patients (7-day average)	<10.0%	10.0-14.9% 11.6%	≥15.0%
200 or more	New COVID-19 admissions per 100,000 population (7-day total)	NA	<10.0	≥10.0
	Percent of staffed inpatient beds occupied by COVID-19 patients (7-day average)	NA	<10.0%	≥10.0%

The COVID-19 community level is determined by the higher of the new admissions and inpatient beds metrics, based on the current level of new cases per 100,000 population in the past 7 days

Data as of March 2, 2022

Moving Forward

"It is time to empower the public to act when they suspect COVID-19 infection. If an individual suspects COVID-19 infection, they should seek testing, stay home to prevent transmission to others, rapidly notify close contacts of their exposure, and seek healthcare to facilitate access to medical treatment if they are at higher risk for severe outcomes."

Statement Excerpt by the Association of State and Territorial Health Officials (ASTHO), Council of State and Territorial Epidemiologists (CSTE), National Association of County and City Health Officials (NACCHO), Big Cities Health Coalition (BCHC), and Association of Public Health Laboratories (APHL)

- The Omicron surge has subsided, and all metrics are improving.
- We have the tools needed to manage through future surges: surveillance systems, vaccines/boosters, treatments, tests, and masks.
- Important public health message going forward continues to be vaccination and boosters when eligible.
- Important for individuals to assess their personal level of risk as viral transmission ebbs and flows.
 - Use of advisories instead of requirements to help inform that decision making for individuals
- We can continue to slow the spread if everyone follows guidance for Isolation if they test positive and/or have symptoms.
- Future community wide mitigation measures should be informed by severity of impact, with focus on the most severe outcomes – hospitalization/long-term illness/death.

COVID-19 Health & Safety Updates for March 7



Updated Recommendations:

1. Orange County Schools Optional Masking
 - a. All students and staff are encouraged to wear masks and may continue to wear masks on school buses and in schools
2. Decisions for Required Masking on Individual School Campuses
3. CDC & NCDHHS Toolkit Updates
4. Continuation of Mitigation Strategies

COVID-19 Health & Safety Updates: Masking in Schools Required by State/Local Government



State/Local Governmental Mask Requirement	Orange County Schools Mask Requirement	Orange County Schools Notes
A. State Law, Legislation or Executive Orders; Orange County Government or Town Requirements for Masking	A. Required to follow any state or local indoor or outdoor mask mandates. (school districts can be more <u>but not less</u> restrictive)	If masking is required indoors, masks would also be required on school buses, activity buses, charter buses and on school sponsored transportation. ADA Mask Accommodations & Exemptions would be permitted.

COVID-19 Health & Safety Updates: Indoor Masking OPTIONAL at Individual Schools (OCS decision)



State/Local Governmental Mask Requirement	Orange County Schools Mask Requirement	Orange County Schools Notes
B. No State or Local Mask Requirements	B: <u>Optional Masking indoors at individual schools</u> for students & staff as long as cases of in-school secondary transmission is <u>less than 2%</u> of the school's student population. (by campus)	<p><u>Recommend students and staff continue to mask.</u></p> <p>Parents may request students that have documented ADA/504/Medical plans wear masks in schools. Staff will remind and let the parents know of masking issues for these students with medical conditions that require masks to be worn.</p> <p>*Optional masking does not apply to students or staff REQUIRED to wear masks indoors and outdoors for 10-days following a positive COVID-19 result per NCDHHS and OCHD mandates.</p> <p>ENGAGE. CHALLENGE. INSPIRE.</p>

COVID-19 Health & Safety Updates: Indoor Masking REQUIRED at Individual Schools (OCS decision)



State/Local Governmental Mask Requirement	Orange County Schools Mask Requirement	Orange County Schools Notes
C. No State or Local Mask Requirements	C: <u>Required Masking indoors at individual schools</u> for students & staff when there is <u>more than 2%</u> of in school secondary transmission cases in the school's student population. (by campus)	<p>Required masking indoors when the 2% cap is reached for a minimum of 5 days* while cases are being reviewed.</p> <p>ADA Mask Accommodations & Exemptions would be permitted.</p> <p>If masking is required indoors, masks would also be required on school buses, activity buses, charter buses and on school sponsored transportation.</p> <p>*This provision does not apply to students or staff REQUIRED to wear masks indoors and outdoors for 10-days following a positive COVID-19 result per NCDHHS and OCHD mandates.</p>

COVID-19 Health & Safety Updates: Masking Notes



NOTES

- These recommendations are for the period of March 7, 2022 through April 10, 2022.
- The district will compile student in-school transmission data weekly and report to parents each Sunday evening by 6 pm any individual schools shifting to ***required indoor masking*** for 5 days due to exceeding the 2% cap of in-school secondary transmission for COVID-19 cases.
- The district will not use CDC Community Transmission designations for masking decisions and will follow any required local or state mandates for masking.
- Staff vaccination rates are no longer used as a masking metric on the school campus and staff requirements will be aligned to the requirements for students.

COVID-19 Health & Safety Updates: Masking Notes



NOTES

- On February 25, 2022, the Federal Guidelines changed and no longer require masks to be worn on school buses. OCS will continue to require masks to be worn on school buses and school provided transportation whenever there is an indoor mask requirement.
- PreK programs may have additional Federal and State requirements. The above OCS recommendations on slides 19-21 would apply for all grade levels PreK-12.
- The Superintendent would have authority to further implement additional mitigation measures or restrictions on a school campus in consultation with the Orange County Health Department to further prevent additional school-based secondary cases **in order to keep schools open for in-person learning.**

COVID-19 Health & Safety Updates: Secondary Case CAPS				
School	Students 3/2/2022	1%	2%	3%
Central Elementary	324	3	6	10
Efland-Cheeks Elementary	509	5	10	15
Grady Brown Elementary	409	4	8	12
Hillsborough Elementary	420	4	8	13
New Hope Elementary	531	5	11	16
Pathways Elementary	356	4	7	11
River Park Elementary	554	6	11	17
A.L. Stanback Middle	643	6	13	19
Orange Middle	528	5	11	16
Gravelly Hill Middle	455	5	9	14
Cedar Ridge High	1024	10	20	31
Orange High	1318	13	26	40
Partnership Academy	40	0	1*	1
Online Academy	154	2	3	5
Total	7265	73	145	218

COVID-19 Health & Safety Updates:



Example of Tracking Secondary Transmission Cases in Schools

In this example we have one primary case. Within 7 days there are 3 other students that have COVID symptoms. Contact tracing is conducted to see if those students contacted COVID-19 in the school setting and if the cases are related.

Although 3 other students (red) have COVID-19 symptoms and some may later test positive for COVID-19, they may or may not have gotten COVID-19 in the classroom. As a result of contact tracing, it may be determined there are NO Secondary cases or a number (1+) of Secondary cases.



← initial Primary Case first reported in this classroom

Note: OCS will use a 7-day window for determining secondary case counts for required masking decisions which is shorter than the 10-28 day period used by the Health Department for counting secondary cases and clusters.

COVID-19 Health & Safety Updates: 2% CAPS



- The 2% in-school secondary case counts are for all total in-school secondary transmission cases within a 7-day period. The district will review and report to families any required shifting to masking by 6 pm each Sunday through April 10, 2022.
- The above 2% threshold for masking metrics will be reviewed and may be adjusted or eliminated after April 11, 2022. ***This standard will remain in place through students returning to school following Spring break in order to monitor and ensure schools remain open to in-person learning.***
- **Required indoor masking** would take place for students and staff on individual campuses for a minimum of 5 days to allow for additional case investigations to be conducted.

COVID-19 Health & Safety Updates



- The district will continue to monitor metrics and updates to the NC DHHS Strong Schools Toolkit (revised March 4, 2022).
 - a. No additional recommendations or restrictions in the NC Strong Schools toolkit regarding band or chorus.
- Health and Safety updates will be presented to the Board on March 22, 2022 regarding field trips or other school based activities that may have procedures lifted or modified based upon the latest NC Strong Schools Toolkit revisions.
- Additional health and safety standards may be implemented at individual schools in consultation with the Local Health Department in order to keep schools open for in-person learning.



QUESTIONS, FEEDBACK, & ACTION



Board Action Effective March 8

*Masks required **indoors and outdoors** for those returning under special rules from the State and Local Health Department that mandate masks to be worn at all times for additional days.

RECOMMENDATION:

#1: The Superintendent recommends the Board approve the required and optional masking standards as listed in Table 1* for the dates March 8, 2022 through April 11.

#2: The Superintendent recommends the Board approve the 2% in-school secondary transmission 7-day caps for required masking at individual schools as listed in Table 2 for the dates March 8, 2022 through April 11.

#3: The Board authorizes the Superintendent to implement additional health and safety measures at individual schools in consultation with the Orange County Health Director as necessary to keep schools open for in-person learning.

#4: Effective, March 8, removal of restrictions on bell covers and amount of time performing or playing instruments in band, music or chorus classes. (added 3/7/2022) Bell covers would be required and time limits will be reinstated if masking is required indoors.

Partnership Academy Facility Expansion & Renovation Planning



The Board asked the administration to review space profiles for moving Partnership Academy from the current site to Corporate Drive. The following is the space profile comparison:

- School profile data was reviewed for the actual classroom spaces at the current Partnership Facility (6 classrooms) vs the Welcome Center Building #2 -WCB#2 (7 classrooms).
- Reviewing data, there is minor space that is gained for classrooms or administrative offices. The largest advantage is the gain of the gymnasium at the Welcome Center Gym Building.
- The Welcome Center Gym Building needs a completely new HVAC system, exterior drainage project, possibly additional parking and the Board should consider a new administrative area with cafe for student meal services. This could potentially be added to the right of the facility on the current basketball pad and connected to the BLDG#2 with canopies. (Phase I)

Partnership Academy Facility Expansion & Renovation Planning



- Partnership Academy renovation or expansion should include plans that meet the following objectives:
 - a. Allow for additional students to be served on the campus
 - b. Ensure students have a multipurpose or gym facility for indoor learning
 - c. Cafe for eating meals and area for food preparation/serving line
- Partnership Academy renovations at the existing site location could meet the above objectives and provide additional space for use of the multipurpose facility by A.L. Stanback Middle School.
- **The information contained in this presentation is for discussion in order to provide input to the administration and has not been approved or funded by the Board of Education.**

Partnership Academy Facility Expansion & Renovation Planning



Site Comparisons

PA Existing Site

ROOM	USE	SF	NUMBER SF PER PERSON	MAX BUILDING OCCUPANCY FOR NUMBER OF PEOPLE (NOT EDUCATIONAL USE CALCULATION)	
105	CR	808	20	40	
107	CR	352	20	18	
109	CR	417	20	21	
111	CR	352	20	18	
113	CR	351	20	18	
115	CR	355	20	18	
106	MP	331	20	15	
	CR = CLASSROOM			Classroom Total Square Footage (6 rooms)	2,635
	MP = MULTIPURPOSE				

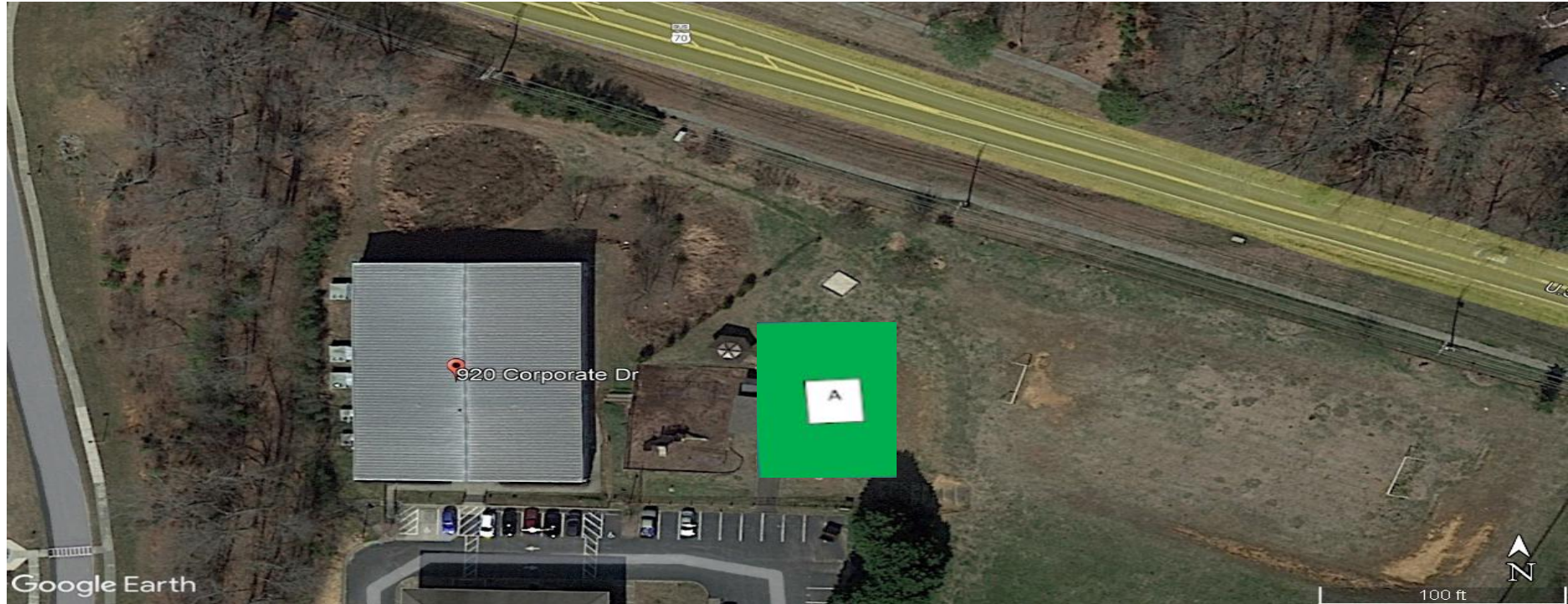
Welcome Center Gym Bldg #2

ROOM	USE	SF	NUMBER SF PER PERSON	MAX BUILDING OCCUPANCY FOR NUMBER OF PEOPLE (NOT EDUCATIONAL USE CALCULATION)	
1	CR	756	20	38	
2	CR	784	20	39	
3	CR	672	20	33	
4	CR	644	20	32	
5	CR	320	20	16	
6	CR	756	20	38	
7	CR	260	20	13	
8	OFFICE	110	100	1	
10	GYM	6400			
	CR = CLASSROOM			Classroom Total Square Footage (7 rooms)	4,192

Partnership Academy Analysis



Welcome Center Gym Building Renovation & Expansion



Partnership Academy Analysis



Current Site Expansion





QUESTIONS, FEEDBACK, & ACTION



Board Action for March 7

RECOMMENDATION:

The Superintendent recommends the Board receive the information on the Partnership Academy campus space profiles and provide input on the relocation or site renovation proposals.

2021-2026 Strategic Plan: Goal 1 Update





**Orange
County
Schools**

NORTH CAROLINA

ENGAGE. CHALLENGE. INSPIRE.

Multi-Tiered System of Support (MTSS)

Intensive
Intervention

Targeted Instruction

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

Core Instruction

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

Curriculum & Instruction

Social & Emotional Learning

**Learning Recovery &
Acceleration Plan**

STRATEGIC PLAN

Goal 1: Teaching tomorrow's leaders
Goal 2: Excellence & efficiency
Goal 3: Empowering culture
Goal 4: Family & community engagement

EQUITY PLAN

Every student receives what they need to succeed

GOAL 1: Teaching Tomorrow's Leaders



OCS Strategic Plan	TEACHING TOMORROW'S LEADERS: Through a Multi-Tiered System of Support (MTSS), all learners will excel by having access to and benefiting from rigorous curriculum and instruction that is research/evidence based to prepare them for college, career, and civic engagement.
	EQUITY EMPHASIS: Identify and address inequities in curriculum and instruction, in order to close the achievement, access and opportunity gaps.
OCS Equity Plan	GOAL 1: Identify and eliminate academic disparities and inequities in access to and success in programs and opportunities. GOAL 2: Create safe, inclusive, racially culturally and linguistically affirming, relevant and sustaining spaces and experiences. GOAL 3: Build the equity leadership capacity of district leaders, administrators, teachers, staff, and the OCS School Board by developing equity-oriented leadership skills, mindsets, and knowledge.

Goal 1: 4 Key Strategies - OCS will...

1. **develop, implement, monitor, and continuously improve** a deployment plan for multi-tiered systems of support to provide all students access to rigorous and differentiated core instruction to increase academic growth for all students.
2. **develop, implement, monitor and continuously improve** a plan to ensure that all students can read on grade level at every grade.
3. **reduce** opportunity and achievement gaps by ensuring equity in curricula, instruction, environment, and culture.
4. **reduce** the number of students retained in 9th grade.



OCS will...

1. **develop, implement, monitor, and continuously improve** a deployment plan for multi-tiered systems of support to provide all students access to rigorous and differentiated core instruction to increase academic growth for all students.

OCS MTSS Key Elements



6 Critical Components of MTSS (from DPI) That Serve as a Framework for School Improvement:

1. **Leadership:** District level and school based leadership focused on school improvement
2. **Building Capacity/Infrastructure for Implementation:** Schedules, professional development, coaching, planning for sustainability
3. **Communication and Collaboration:** Belief survey, consensus building, feedback on installation and implementation, community stakeholder engagement
4. **Data-Based Problem Solving:** Define goals and objectives, identify barriers to obtaining goals, develop a plan, evaluate plan effectiveness
5. **Three Tiered Instructional/Intervention Model:** Core, Supplemental, Intensive (across academics, behavior, attendance, social emotional learning)
6. **Data Evaluation:** Procedures and protocols for administering assessments and using data to inform instruction and determine fidelity



ENGAGE. CHALLENGE. INSPIRE.

Facilitated Assessment of MTSS – School Level (FAM-S)



Rationale

It is the vision of North Carolina Department of Public Instruction (NC DPI) that every NC Pre K-12 public education system implements and sustains all components of a Multi-Tiered System of Support (MTSS) to ensure college and career readiness for all students. The NC FAM-S measures school-level implementation of NC MTSS. The purpose of administration and its resulting data is to help school and district-level personnel identify and prioritize implementation steps. The instrument contains 41 items in 6 domains (Leadership, Building Capacity/Infrastructure for Implementation, Communication and Collaboration, Data-based Problem-solving, Three-tiered Instruction/Intervention Model, and Data-Evaluation).

Schools completed their self-assessments of the FAM-S in January 2022.

Next Steps:

- The District MTSS Team will examine data from each administration site to identify district-wide trends and patterns.
- The District MTSS Team will use the data to inform district-wide professional development and coaching.





Rationale & Background

The NC Facilitated Assessment of MTSS-District-Level (FAM-D) measures district-level implementation of NC MTSS. The purpose of administration and its resulting data is to help district-level personnel identify and prioritize implementation and sustainability steps. The instrument contains 25 items across the six critical components of MTSS implementation: Leadership, Building Capacity/Implementation Infrastructure, Communication and Collaboration, Problem Solving Process, Multiple Tiers of Instruction and Intervention Model, and Data/Evaluation. The items are designed in a rubric format and at the optimizing level capture full implementation of NC MTSS.

MTSS work is not only for schools but also for the district.

Members of the District MTSS team from prior to COVID completed a self-assessment to check on the status of what the district needs to have in place in order to support schools with their MTSS work. Results will guide the action planning for the district-level continuous improvement process.



STEP 1:
Processes/
Procedures

STEP 2:
Align with
School
Improvement

STEP 3:
Intervention/
PM Focus

STEP 4:
Behavior & SEL
Integration

STEP 5:
Transition to
22-23

STEP 6:
District
Resources

STEP 7:
Launch 22-23

February
March
April
May
June
July
August



Finalize Guidance Document, share with stakeholders, train as needed

Goal setting & Progress Monitoring PD for admin & teams

School Psych collaboration

Formalize paperwork and review process

Identify Performance Matters MTSS processes, add to Guidance Document

Begin collaboration with School Improvement Planning

Provide training on Relevant Performance Matters functions

Intervention Scheduling for 22-23 SY

Update STP for k-8 reading and math

Continue School Improvement Planning Collaboration

Update STP for k-8 reading and math

Create Behavior and SEL Core (ICE) and STP in conjunction with Student Support

Continue School Improvement Planning Collaboration

EOY Data Review & Intervention Plan for 22-23

MTSS Leads Training for Schools

Admin training at Summer Institute

22-23 MTSS PD Plan Development

Continue School Improvement Planning Collaboration

MTSS Google Site for Implementers

MTSS Site for Parents

Parent Brochure and notification forms, etc.

Continue School Improvement Planning Collaboration

22-23 Goal Setting using FAM-S Data in Conjunction with SIP Process

Continue School Improvement Planning Collaboration



OCS will...

2. develop, implement, monitor and continuously improve a plan to ensure that all students can read on grade level at every grade.

NC Department of Public Instruction: LETRS Training

The district deployed the LETRS training required by NCDPI. LETRS is a course of study that addresses the structures of English language, the cognitive processes of learning to read, and the teaching practices proven to be most effective in preventing and remediating reading difficulties, including dyslexia.

LETRS is designed to be the cornerstone of a multiyear, systemic literacy improvement initiative. This comprehensive professional development course for instructors of reading, spelling, writing, and related language skills provides in-depth instruction in the systems of language, the psychology of reading development, and instructional practices best supported by research.



LETRS 3E Course for Classroom Teachers

- 72% of OCS teachers are on track or ahead of pace in the course
- 93% average score on Unit 1 coursework

LETRS for Early Childhood Educators Course

- 75% of OCS Pre-K teachers are on track or ahead of pace in the course
- 80% average score on Unit 1 coursework



Developing Reading By Writing

The district launched the literacy-across-all-content-areas with the implementation of the [CERCA Framework](#) in partnership with ThinkCERCA.

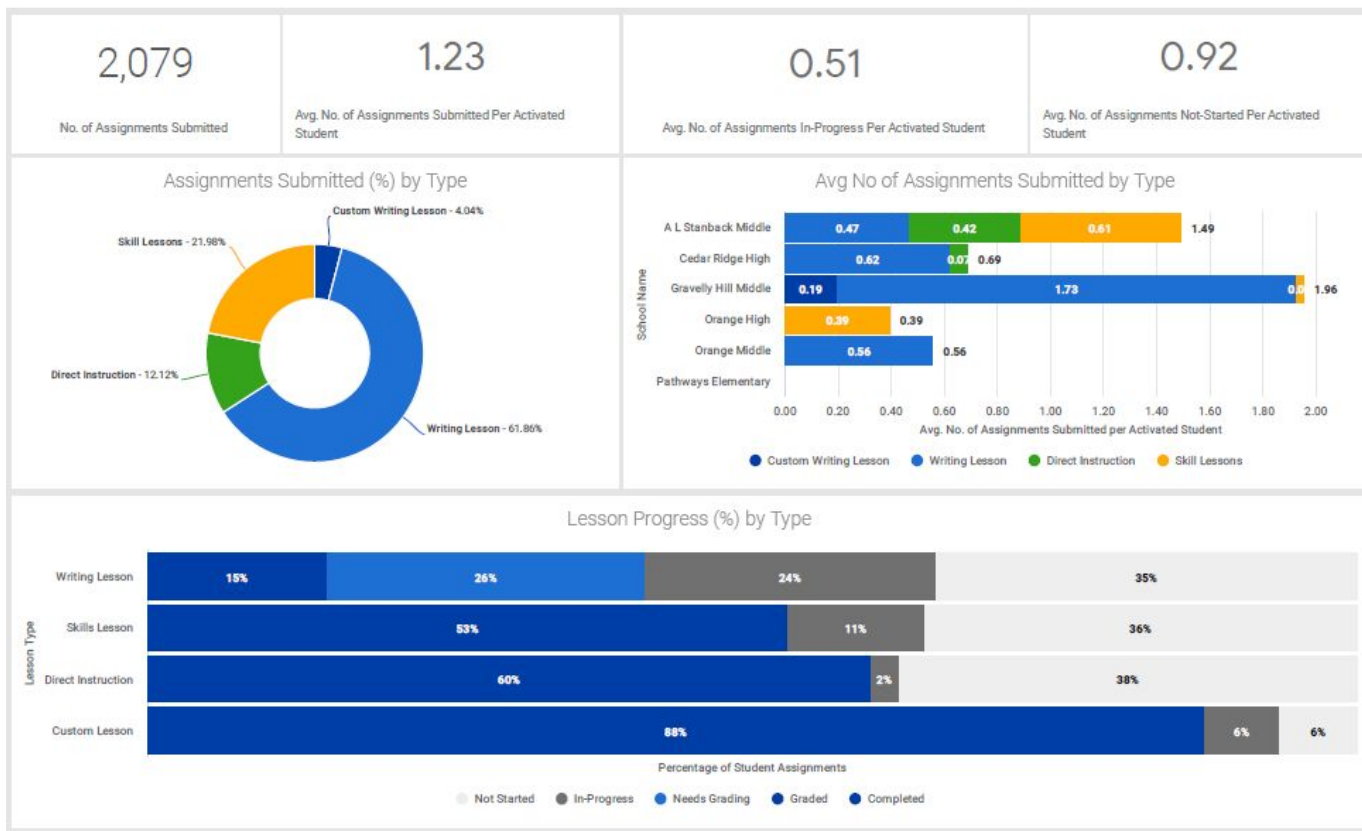
Cerca stands for Claim, Evidence, Reasoning, Counterargument, and Audience. The CERCA Framework is a scaffolded approach to literacy that helps students develop their critical thinking skills. ThinkCERCA's expert-designed lessons walk students through the process of analyzing content-rich texts and multimedia to construct cohesive argumentative, informational, or narrative writings.

Secondary teachers of ELA, Social Studies, Math and Science received four hours of training on the CERCA Framework to start engaging their students on evidence based writing.

Next steps are to develop professional development for teachers and secondary administration to strengthen their understanding of the components and process for maximizing student learning via the ThinkCERCA platform.



ThinkCERCA Implementation: Developing Reading By Writing



ENGAGE. CHALLENGE. INSPIRE.



OCS will...

3. **reduce** opportunity and achievement gaps by ensuring equity in curricula, instruction, environment, and culture.

Equity Plan:

GOAL 1: Identify and eliminate academic disparities and inequities in access to and success in programs and opportunities

Equal Opportunity Schools (EOS)

The district partnered with EOS to identify and remove barriers to ensure our underrepresented students have access to rigorous and advanced courses in AP and IB.

The goal is to increase the number of underrepresented students enrolled in advanced courses and their successful completion of the courses.



Here is what CRHS doing in words....

- Sent out nomination letters to over 50 underrepresented students and their families
- Conducted 1:1 meetings with underrepresented students to review graduation requirements and the benefits of taking advanced courses
- Having students enrolled in advanced courses share their experiences with other students
- Staff are reaching out and supporting students with the EOS portal



Here is what OHS is doing in pictures...



ENGAGE. CHALLENGE. INSPIRE.

Here is what OHS is doing in pictures...



ENGAGE. CHALLENGE. INSPIRE.



OCS will...

4. **reduce** the number of students retained in 9th grade.
 - **High schools are identifying 9th grade students who are off-track and providing credit recovery opportunities along with counseling support.**
 - **Middle and high schools are assessing their AVID programs to determine what is working well and areas for improvement**



GOAL 3: Build the equity leadership capacity of district leaders, administrators, teachers, staff, and the OCS School Board by developing equity-oriented leadership skills, mindsets, and knowledge.

Understanding the Historical Context

Public School Appropriations 1910

\$5.27/White Student

\$2.02/Black Student



The Constitutional Tales
North Carolina's
Constitutions and the
System of Free Public
Schools



Cedar Grove Elementary
School: the first school for
African American students in
Orange County, NC.



The Jeanes Teachers were a group of predominantly Black female educators who worked as “master teachers” and community advocates and had a profound impact on the education of southern Black children during the era of Jim Crow and segregation.

ENGAGE. CHALLENGE. INSPIRE.

CHALLENGES & NEXT STEPS FOR GOAL 1:



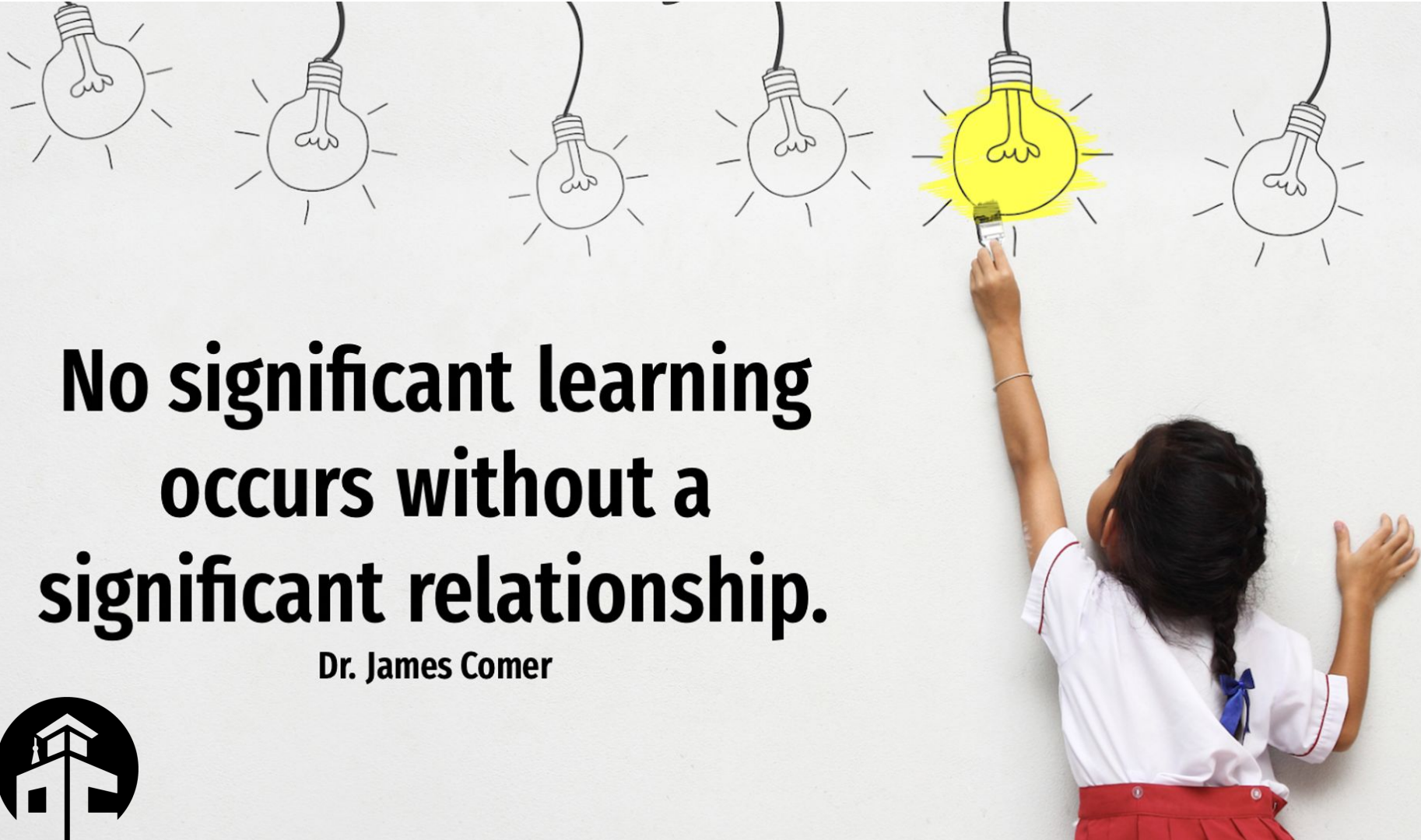
CHALLENGES	NEXT STEPS
<ul style="list-style-type: none">• Implementation of new programs and resources during a stressful time in education• Staffing shortages- class coverage by instructional coaches and teachers during planning time not allowing them to provide coaching and receiving support• Minimal professional development resulting in limited understanding and buy-in from stakeholders• Significant Covid impacts continue to surface in many areas (literacy, math, behavior, mental health, etc.)• Bandwidth of staff to implement additional job duties like tutoring and summer programming• Continuing to operate from a place of reaction rather than being proactive• Lack of time to prioritize detailed data analysis	<ul style="list-style-type: none">• Focus on building capacity within school based teams through specific problem solving training as part of MTSS implementation• Review and select new core curriculum for K-8 literacy with a team of teachers, coaches, facilitators, and community stakeholders• Review and determine effectiveness of current Tier 2 and Tier 3 interventions as well as any needed resources based on student needs as demonstrated by data• Updating and developing curriculum maps and scope and sequence documents for all subject areas• Develop PD opportunities that will strengthen our teachers and administrators' understanding of high yield instructional strategies to support student learning• Create processes for inter-departmental collaboration, alignment and communication on the strategic plan implementation

QUESTIONS & FEEDBACK



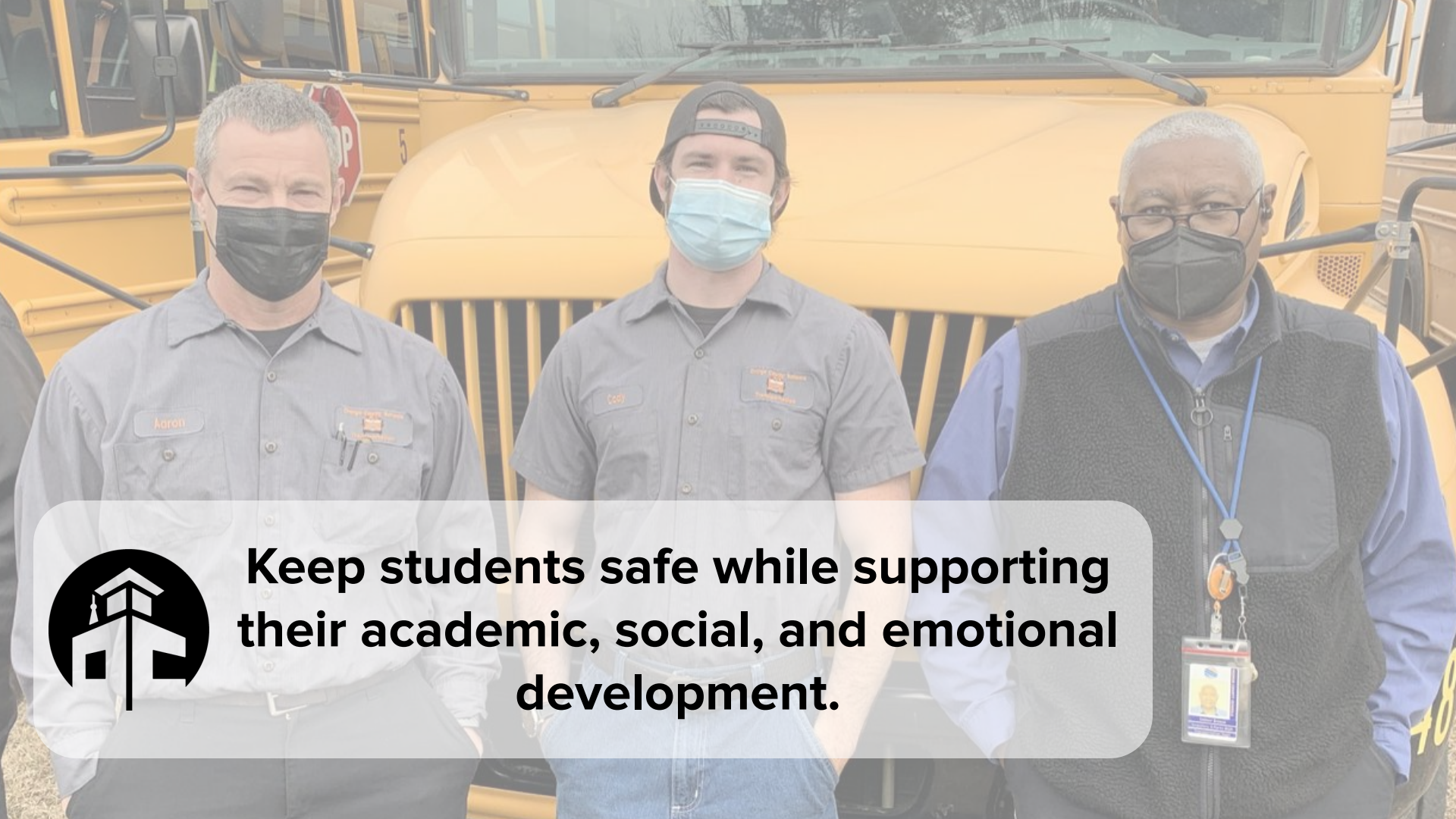
**No significant learning
occurs without a
significant relationship.**

Dr. James Comer

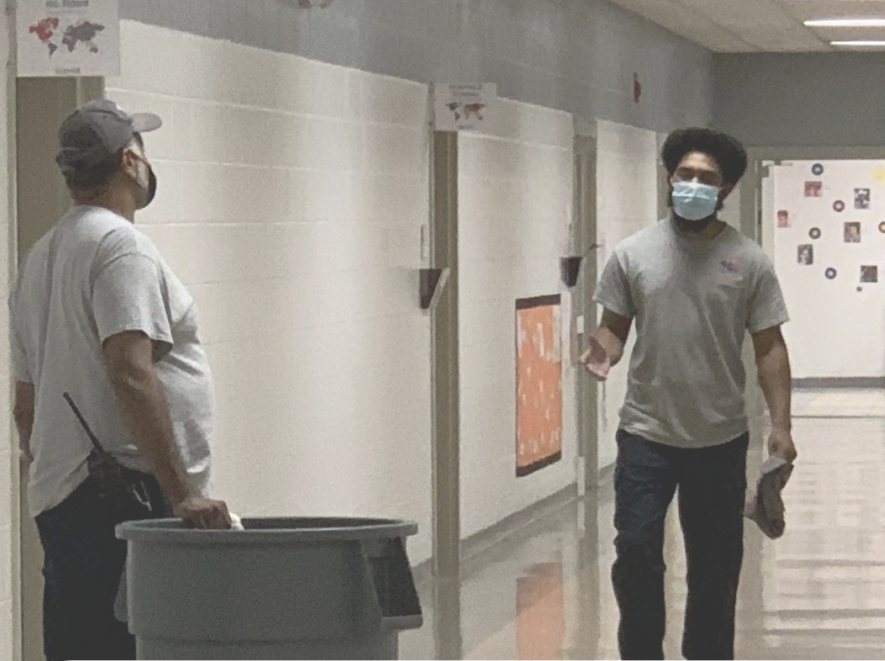




**Focus on entire
school community.**



Keep students safe while supporting their academic, social, and emotional development.



Keep students safe while supporting their academic, social, and emotional development.



Keep students safe while supporting their academic, social, and emotional development.





2022-2023

Superintendent's Recommended Local Budget
Dr. Monique Felder, Superintendent

FY 2022 BUDGET



REVENUE	
35.4 million	County Per Pupil Appropriation
4.2 million	Board Fund Balance Appropriations
0.1 million	Fines & Forfeitures
39.7 million	Total Local Operating Revenue

EXPENSE	
21.3 million	Instructional Services
14.3 million	System Wide Support Services
4.1 million	Ancillary Services & Charters
39.7 million	Total Local Operating Expense

§ 159-8. Annual balanced budget ordinance.

Each local government and public authority shall operate under an annual balanced budget ordinance adopted and administered in accordance with this Article.

OCS POSITIONS BY FUNDING SOURCE



State	*Federal	Local	Total
695.4 (FTE) Positions	69.5 (FTE)Positions	255.7 Positions (FTE)	1,020.6 (FTE)Positions
\$52.3M Total State Budget \$48.9M Total State payroll	\$5.6M Total Federal Budget \$3.2M Total Federal Payroll	\$39.7M Total Local Budget \$28.2M Total Local Payroll	\$7.4M Local Budget dedicated to supplements
93.5% of the budget dedicated to payroll	*Does not include ESSER 57.1% of the budget dedicated to payroll	70.9% of the budget dedicated to payroll	

FY 2023 Student Membership

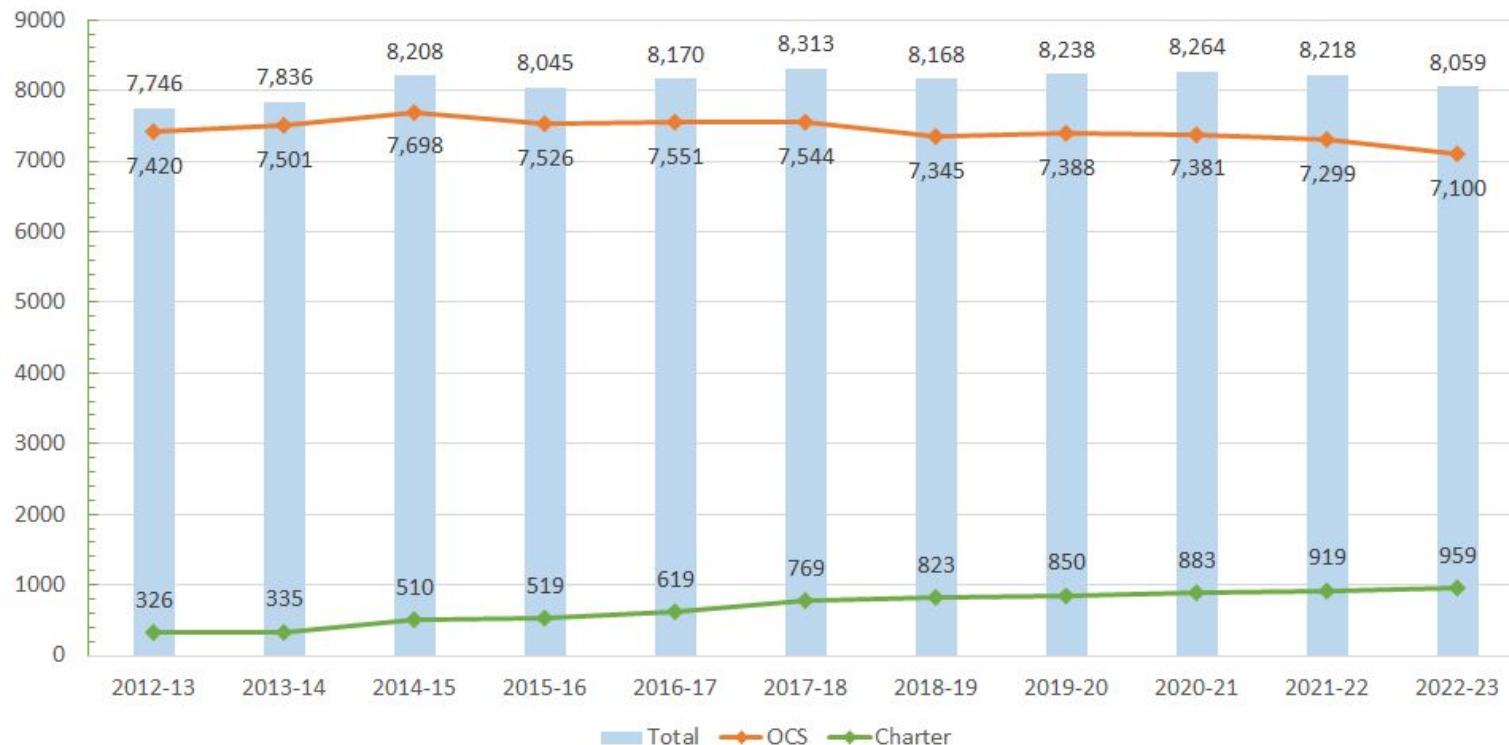
	FY 2022	FY 2023*	Change
Projected ADM Average Daily Membership	7,299	7,100	(199)
Charter School	919	959	40
(less) Out of District	108	110	2
Total Student Billing Base	8,110	7,949	(161)

*The Department of Public Instruction has yet to release its projected ADM for FY 2023. The projected ADM represents actual at month 4.
Charter School reflects actual, verified, students at January 31
Out of District students represents an estimate. Actual numbers are in the process of being finalized



ENGAGE. CHALLENGE. INSPIRE.

Student Membership History



FY 2023 BUDGET ANTICIPATED REVENUE



\$34.7 million - Per Pupil County Appropriation @ \$4,367 pp

(7,949 student base * \$4,367 per pupil funding)

\$ 0.1 million - Fines & Forfeitures Revenue

(Includes fines associated with parking tickets, speeding tickets, county ordinance violations and forfeitures of property)

\$34.8 million - Total Local Operating Budget Revenue

(**Not** incorporating fund balance appropriations)

FY 2023 BUDGET NEED



Total Increase to Salaries and Benefits State Biennium 2.5% Increase + Benefit Increases	\$1,100,000	\$138/pp
Total Local Current Operations Continuation Budget	\$1,100,000	\$138 pp
LOCAL CURRENT OPERATIONS EXPANSION BUDGET		
Implementation of Classified Employment Study	\$3,100,000	
Recurring sales tax revenue committed by BoCC	<u>\$ (631,500)</u>	
Budget need to implement recommended Study	\$2,468,500	\$310/pp
Provide years of service credit for supplement based on state years of service vs. local years of service for Certified Staff (i.e. Teachers)	\$ 651,000	\$ 82/pp
GRAND TOTAL SUPERINTENDENT'S RECOMMENDED	\$4,219,500	\$530/pp

FY 2023 BUDGET SUMMARY



Anticipated County Per Pupil Revenue	\$34,700,000	\$4,367/pp
Total Increase to Salaries and Benefits State Biennium 2.5% Increase + Benefit Increases	\$ 1,100,000	\$ 138/pp
Total Local Current Operations Continuation Budget	\$35,800,000	\$4,505 pp
Implementation of Classified Employment Study	\$3,100,000	\$310/pp
Recurring sales tax revenue committed by BoCC	<u>\$ (631,500)</u>	
Budget need to implement recommended Study	\$2,468,500	
Provide years of service credit for supplement based on state years of service vs. local years of service to Certified staff (i.e. Teachers)	\$ 651,000	\$ 82/pp
GRAND TOTAL LOCAL OPERATING BUDGET	\$38,919,500	\$4,897/pp

BUDGET COMPARISON SUMMARY



Comparison	Amount
2021-22 Adopted Local Current Operating Expense Budget (\$)	\$ 35,500,000
2022-23 Superintendent Recommended Local Budget (\$)	\$ 38,919,500
Increase (%)	8.79%

Does not include any Fund Balance Appropriations

QUESTIONS & FEEDBACK

