

CASWELL COUNTY BOARD OF COMMISSIONERS
MEMBERS PRESENT

June 7, 2022
OTHERS PRESENT

Rick McVey, Chairman
Jeremiah Jefferies
Nathaniel Hall
H. Vernon Massengill
Steve Oestreicher
John Dickerson (Remote)

Bryan Miller, County Manager
Carla Smith, Clerk to the Board
Melissa Miller, Deputy Finance Officer
Melissa Williamson, Deputy County Manager

The Board of Commissioners for the County of Caswell, North Carolina, met in a joint meeting with the Board of Education on Tuesday, June 7, 2022 at 7:00 pm at the Gunn Memorial Library.

Members present from the Board of Education: Wayne Owen, Gladys Garland, Mel Battle, Vennie Beggarly, Trudy Blackwell, and Tracy Stanley. Also in attendance Andrew Tyrrell, Assistant Superintendent, Connie Kimrey, Clerk to the Board, Medina Jones, Carol Boaz, Jeremy Teetor, Financial Consultant, Dr. Carla Murray.
Absent: Donna Hudson, and Dr. Sandra Carter

WELCOME:

Chairman McVey called the Caswell County Board of Commissioners Special Meeting to order. Chairman Wayne Owen called the Special Meeting of Board of Education to order. Then they had a moment of silent prayer, followed by that Board of Commissioners, Board of Education members, and all the guest in attendance recited the Pledge of Allegiance.

Then the County Manager said Mr. Chairman, I understand that the Board of Education has a presentation that may answer most of the questions that were asked by the Board of Commissioners, but maybe not in order. So if it pleases the Board at this time, I'll turn it over to Mr. Tyrrell, and he can go through the presentation from the Board of Education. Mr. Tyrrell said I want to thank you for this opportunity to make this presentation this evening. I am Andy Tyrrell, Assistant Superintendent of Caswell County school. Dr. Carter could not be here this evening. Tonight we have with us Jeremy Teetor, Caswell County Schools Finance Contractor, carol Boaz, who's passing out your presentation at this time. She's the Elementary and AIG Director, Medina Jones, Secondary and CTE Director, and Dr. Carla Murray, the Director of Human Resources. Again we did receive your questions, and we put it in a presentation that we will go through. All questions have been answered that you requested. It might not be in the order that you submitted them to us, but they are all answered. At the conclusion of this presentation if you have additional questions, you can submit those to Mrs. Kimrey or staff to respond in writing. Again thank you for this opportunity, and we will get started with the first question that was submitted to us.

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BYSHS has had an average reading proficiency of 30-34% and an average math proficiency of 30-34%, how many students will graduate with these proficiencies?

The response is as required by Caswell County Schools Board of Education; students must earn 27 credits to graduate. When courses are passed and students meet the graduation requirements set by the NC Board of Education and the Caswell County Schools Board of Education, they are permitted to graduate. Caswell County Schools continue to celebrate increased graduation rates at the highest since we researched which was 2006. The graduation rate is currently 85.4. So in traditional high school students in Caswell county and high school students in public schools and public charters across the state must complete required reading summative assessments. This assessment is regularly given during a student's sophomore or junior year. Therefore, students will receive additional instruction prior to reading proficiency levels after the first test administration. So in short, there isn't a senior state proficiency assessment to determine the proficiency levels of reading for a state percentage report. Therefore, the reading proficiency levels are not demonstrative of graduating senior levels. Caswell County Schools' seniors are graduating from Caswell County Schools and not dropping out of Caswell County Schools at a higher rate than previous years which is indicative of collaborative support from Caswell County employees, parents, and community members.

Commissioner Hall said excuse me, can I ask a question during the presentation? My question is if we have a 34% proficiency rate, notwithstanding whatever the state requires, it seems to me that someone or another we are doing these students a disservice. They can't read. The other 67% can't read once they graduate. Medina Jones said so in short, I can't validate right now what the reading percentages are because we are going through testing. At this point students are testing, but when students are taking this test, they have additional years of reading support and math support beyond when the state's taking the summative assessments. Commissioner Hall said I guess this is to intercept them. What do you think the proficiency rate is roughly? Ms. Jones said well I would not be able to answer that. For instance, we have students who test today, and we also have state board certification that occurs in September. So right now we're going through preliminary scores. We hope that the scores will increase. Commissioner Hall said one final question on this subject. What were the proficiency rates last year? Ms. Jones said I don't know those; I'm sorry off the top of my head. Mr. Tyrell said we can get that information for you. Commissioner Hall said that created a question that I had. What I'm trying to ask. Nobody has an idea of what last year's proficiency rate was in reading, then I kind of have a problem with that. Then Carol Boaz said Mr. Hall can I tag team. So the reading proficiency rate that is published by the State, I think it's here at our table, those rates are based on that one day test, the EOG. They encourage us to use other data points. All of us probably know a child that experiences test anxiety and a lot of other things. So they encourage us to look at a lot more data points than just the reading tests. I know we have supplemental programs that will diagnose where a child's breakdown is in reading. It is not just Caswell County; it is a rural school problem. It's not just Caswell County. The state of North Carolina is going to have every elementary teacher, which is one of the things listed in the next answer, in the state going

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through a LETRS training, and it will actually take two years. There's a lot a lot of reading research out there. Teachers aren't taught these different scientific ways to teach reading and scientifically all the different areas to look at. We have offered a mini course in that in Caswell County for some elementary teachers, but what the state is invested in is a two-year training. Right now statewide, they also recognize that students are going up past third grade with maybe not some of the basic reading capabilities that they need. So even all of our elementary teachers in K-5 are going to start next year on a two-year course called LETRS, but beyond that course there are a lot of things we look at besides the test. I'm going to speak as an educational professional, and maybe not even speaking for the Board. I always speak for myself as a teacher. For a great number of years, I get that one score that comes from that test, and I'm devastated. I have some kids who are devastated because they thought they were going to score a lot higher and maybe should have. However, in order to help them, the best data doesn't come from that one test. It comes from all the other programs and the other things that we have to look at. Again I can't put words in the state of North Carolina, but they do like to use that kind of as a leveling for us to look at. As a gauge but that shouldn't be the one and only single gauge. We encourage teachers and train them very regularly of what other things that they can look at. So we can figure out where the gap is because that one test doesn't give us exactly where the gap is. I hope that helps. Mrs. Jones said we can get that information for you.

What is the district going to do to correct these proficiencies?

We do try to continuously provide and support teachers by providing the curriculum that's going to teach what's on the test, best instructional practices, give them resources, give them assessments that can align and try to increase the mastery of the skills that students need for the test. We are trying and working to increase proficiency percentages all the way from elementary through middle to high school. I was just touching on the professional development. We constantly look at what do we need to continue to give teachers and focus on rigor and literacy and analyzing student data. The elementary teachers are going to participate in the LETRS training, and that stands for language essentials for teachers of reading and spelling. It will provide educators and administrators with a deep knowledge to be literacy and language experts and how students acquire reading skills. So I know I'm doing a lot of talking about K-5 and what's going to happen at K-5, and we're not ignoring 6-8. K5 is kind of a gateway as students get into middle school and they start to have to read multi-syllable words, they have to have those basics from K-5. Then there is another leveling that happens at high school, if that foundation wasn't laid well. That's one of the reasons the state is going back and having every teacher in the state take all this training. They realize that it's kind of been an ongoing problem for a while, and it's not isolated to Caswell. Students also have the opportunity to participate in tutoring sessions during the regular school year to support their mastery of skills and try and increase our proficiency rates. Teachers analyze data regularly like I had mentioned just a minute ago. I would also say that it's not on this sheet, but we worked really hard too to try and figure out what we need to do to retain teachers. With the districts around us offering a supplement that's become difficult. Every time we have a new teacher, you're starting all over again in your

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training process. It feels like you're going backwards when you want everybody to keep moving forward with you. So the more we can do to focus in on that area is going to help a lot. Ms. Jones said I agree 100%. In addition to that, Caswell County School will continue to provide remediation and tutoring as well as summer learning opportunities for students to increase skilled acquisition. Summer learning provided this summer will begin June 13th to June 28th and July 11th to July 28th Monday through Thursday. It will include six weeks of math, science, and reading learning opportunity in grades K through 12. Eligible K-8 students can receive up to six weeks of support. Eligible students and grades K through 3 are able to receive reading support from the integrated summer reading camp. High school students are afforded opportunities for credit recovery and credentialing opportunities throughout summer programming. To afford students more opportunities for success, Caswell County Schools has written additional grants and planned a summer bridge academy and a summer career accelerator program. So in this academy, there will be integrated stem to eligible rising sixth and rising ninth grade students. Priority will be given to students who are at risk and are disproportionately impacted by COVID. Caswell County Schools will provide 10th through 12th grade students with priority considerations, and those again are students at risk and have been disproportionately impacted by COVID to participate in the career accelerators program. The summer career accelerated program will focus on career development plans and summer credentialing, which is also what the State Superintendent is supporting for students throughout schools in North Carolina.

Commissioner Massengill asked how many students attend these classes? How many positions do you have open? How many actually attend this assuming last year was the same programing? Ms. Jones said it was similar. So we wrote some of the grants for the summer bridge for instance for the rising sixth graders and rising ninth graders, and we also wanted to give kids the opportunity to experience some accelerated learning in addition to that. So there are roughly 60 students, fifth grade students that are rising sixth grade students, and they will have the opportunity to take these courses on the middle school campus, which will of course give them additional exposure to that learning environment. Mrs. Boaz said I think if you're asking about last year, in the summer session we offered summer school to K-12 students for six weeks. I'm being perfectly honest, if I tell you right now off the top of my head I can't remember how many kids. We offered the program at two elementary sites and combined two schools together, and did the same at another two. In fact, I think that's another question coming up later, but we provide free meals, transportation, and supplies. We're doing the same thing this year. But then the two special academies that Ms. Jones is describing are specific to transitional students. There's also research that says students who are transitioning, from fifth to sixth grade, from elementary to middle, and middle to high, that they could benefit from some added things. For example, the elementary students not being at the elementary school but going to Dillard and having an opportunity to be there first. Commissioner Massengill asked how do you encourage them to enroll or come to the program? Ms. Jones said that's a good question. So just to go back to what I was saying before. The other students who are coming in, they're having the opportunity to engage in things such as Minecraft. We know kids are very excited about that. Its

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technology driven, and it also given them the opportunity to experience and apply math and science hands-on. The credentialing part of it with our drones and micro bits are things that kids like. They're learning and those are the pieces that will attract the students. So looking at 60 students rising into 6th grade, then 30 at the middle rising to 9th grade, and then another 30. Then of course the credentialing camp, and the first session is a focus on supporting those essential skills needed to move forward with EOC and EOG. Then the second session is to enhance those and to apply them. Commissioner Massengill said I guess my question is how do we encourage these kids to do that. That banana pudding can be the best banana pudding in the world, but unless you get somebody to eat it, it ain't good at all. So your program really may be great and I applaud you for doing that. But how do we get the students from point a to point b? Ms. Jones said well I think definitely the relationship and the invitation from the teacher to the student. We have teachers who build great relationships with students. Of course sometimes we can't fight against pre-planned trips, but I do believe that we plan summer trips to take the kids away. So I do believe that things like the Minecraft, the drone technology, and the micro bits where students are coding and applying the reading, the writing, and mathematical concepts and the stems are things that will attract them.

Commissioner Oestreicher said I'm a great believer in metrics, especially if you're trying to measure performance or effectiveness. How many years have you been doing summer learning like this? And how do you measure the effectiveness of it? Ms. Jones said well this is the first year we've done it like this, and I really think it is a testament to elementary and secondary collaborating together. We become a stronger team. When we're looking at that vertical articulation and vertical alignment of curriculum, instructional practices, assessment and real world scenarios and learning for students, it does start with that great foundation That Mrs. Boaz mentioned before and building upon that. Mr. Tyrrell said that's a great question. We don't have anything this summer because it's so different with the stem, the technology, the coding, the drones, and the hands-on experiences. To kind of answer Mr. Massengill's question, it's that type of instruction that we hope will attract the kids versus saying you're going to come sit at a desk in a straight row for three weeks. So I think it's the type of instruction and the integration of what we're trying to do rather than just having these noncreative opportunities for kids to learn during the summer. The other good point I think is that we're doing it Monday through Thursday so parents still have the opportunity to spend time with the kids on the weekend. We think that it's meaningful during those three week sessions that we give them a break. Then we come back again for three weeks and they get another break. So by no means is it designed or structured to be punitive in nature. It's more that we've identified kids and we've identified the process that we want to support these kids. Research says that the more opportunities you have to combat that summer learning loss by giving kids an opportunity to be in school and still be engaged, so we think that this program will be successful. So the metrics will come. What will we do in 23-24 compared to what we did at that point? Commissioner Oestreicher said that's the point I was making. I fully assume you don't have 10 years of history, but my question basically revolves around what are your plans on measuring. I'm not sure we really want to spend a lot of time and

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effort to make sure these kids get high scores in their gaming, but we are more concerned that they get high scores in their performance. I think that to me is probably the most important thing to do, which is to measure the effectiveness. Where we're really providing a stronger educational foundation for those kids through these programs. I'd be very interested in your plans on how you are going to do that. Mrs. Boaz said so I won't touch on every grade level, but every grade level and every subject has certain assessments. For example, we use a spelling inventory that lets us know how well a child is doing in phonics. All of the elementary teachers give that spelling inventory at the beginning of the summer, and we give it again at the end of the summer. Even though the state doesn't provide us ways to look for certain metrics, we look for certain things. If we know that that phonics piece is a huge priority, we have started to do that ourselves over the summer. I've had to have reading camp for a couple more years than we've been doing this K-12 plan. So that's one example. Commissioner Oestreicher joked that he missed out on phonics when he was going to school, and asked if there were any open positions. [Laughter] Mrs. Boaz said I'll keep you in mind. We've got to get enough staff.

Commissioner Massengill said since this class starts next Monday, how many have already signed up. Mrs. Boaz said so the unfortunate thing for us is, and I'll be honest, I've been scrambling this week and so have everybody at the schools. We invite students and the state assessments that we give even in reading is in dibbles, so we're not able to give until the window closes, which is the end of May or for the first of June. So right now, we have invited a high number of students. I can't even really give you a percentage estimate. I'm trying to think off the top of my head, but as of today we're still updating and having students and parents calling and saying the students will come. Teachers are still calling students they haven't heard from. All of the testing metrics like the ones that you all have here, they come in at the end of the year. So that makes even more students eligible. We don't have group numbers, but we may have individual scores. So we're able to start reaching out to parents. I can tell you that I plan for at least a quarter to 30% of our students to come. That's really all I can give you right now.

Commissioner Massengill said so you don't know how many have already signed up for the classes beginning Monday? Mrs. Boaz said I have charts that are ongoing that show how many we have invited, how many have accepted, how many have declined, and how many are still unknown. So I watched a couple of them changed this afternoon, but I have not totaled them up.

Commissioner Dickerson then asked how many have accepted? You said that was one of the variables that has been presented to you. How many students have actually accepted? Mrs. Boaz said I have the charts, and they are divided into four different schools. I have not totaled those. I have asked schools to update them based on responses as of today. So I apologize I was not aware that would be a question tonight, but I'm happy to get that information back to you. Mr. Tyrrell said we will provide that information to Mr. Miller when we go back to the office tomorrow.

Commissioner Dickerson said well while you all are getting that together, earlier I couldn't get this question in. But one of the other speakers talked about teacher supplements and working

toward that. I apologize for not entering this in written form. When the teacher supplements are being talked about, something that has not been mentioned is the amounts of what the North Carolina Senate enacted that goes toward teacher supplements. Didn't Senator Berger attend a meeting with Dr. Carter regarding that? There's been state money allocated toward that end. The second thing I would like to know is in light of all the COVID money that was given to the county, the school system got roughly twice as much as the county government did. I would like to know why a lot more of that money was not put toward that. There ought to be enough there to fund it in perpetuity for a long time to come. I'd like to know exactly what happened to that money? Why wasn't it dedicated to go more towards the teachers than what it was? So this is Jeremy Teetor speaking. So I think part one to your question, that particular program is what the state's referring to as the low wealth supplement program. It's designed to be a two-year program, and we do not know if it will extend beyond next school year. The idea with that program is quite beneficial to Caswell County because it is structured in an effort to level the playing field for counties that do not have large tax bases. So Caswell was one of the greatest beneficiaries per teacher in that attempt to level the playing field. I think it was the maximum supplement set this year that Caswell could award to a teacher. It was close to \$4,000. Then go one county south to Alamance, that's got a much larger tax base, and it was capped at \$688. So I think it is an exceptional program. That is sort of the state's first attempt at addressing some of the inequities between rural counties and urban counties and end the disparities for those tax bases. I would say that despite that I think one challenge for Caswell is that you're situated smack in the middle of the piedmont. So you're surrounded by counties that consistently rank in the top five in North Carolina. We struggle with that where I work in Alamance. We're number 10 in the state, and we still fight counties in this area. It's a great first step, and I think it did make a big difference. Part two of your question, the Board of Education in Caswell did elect to use a portion of their ESSER dollars to provide a supplement for teachers. So they landed at 10%, which is a pretty common number for this area. In terms of it being available in perpetuity not quite. We've got one bucket of ESSER money that will expire in the fall of 2023, and then another bucket that will expire in 2024. It'll certainly be a very helpful tool for the next couple of years for the school district to make supplements available. Sort of the unique situation that the district is in, is what will they do or what can they do when the good portion of ESSER money goes away. They have been very smart in taking advantage of that now in the middle of this employment crisis that we're seeing in all sectors of employment. I know that was a long answer and so happy to answer any follow-up questions. Commissioner Dickerson said I do have a follow-up question. You're telling me that the maximum supplement that Senator Berger got enacted was up to \$4,000; am I correct in that? And if that is right, how much of that was given to the teachers? Did they get a \$4,000 supplement from the state this year and one from your COVID funding that came in. So in total, how much money was given as supplements? Mr. Teetor said so as far as the low wealth supplement that came as a consequence of the general assembly's work, it sounds like from my colleagues that are in the district a little more every day, they were looking at about \$3,500 here. The other portion the supplement was a 10% supplement. So it would vary depending upon what

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a teacher makes because it's applied on top of the base pay. A veteran teacher, if they made \$50,000 a year, would have seen \$5,000. A new teacher, who's in their first year with the district with base pay is \$35,000 would have gotten \$3,500. So it would vary depending upon the experience of the teacher, but certainly it was very good and timely. I can't imagine what the district's recruitment efforts would have looked like without that money because it's been hard with it. Commissioner Dickerson said so 10% and roughly \$4,000. A \$35,000 a year teacher got \$7,500. Mr. Teetor said that would be a fair average, but it would just vary. That's a sort of a fair number. Commissioner Dickerson said well here's a fair question for you. Year after year, and this was going on before I was ever elected to this Board, it's always a big push by the school system to get the county commissioners to fund teacher supplements. We're made to look like the villains, like we are withholding Christmas time from the children, but we do it on the constraints of the taxpayers of this county who have to pay any additional money that is spent out for those teachers. If you're asking for it year after year and we try to do what we can with the money that we have, and you have a windfall year like this, this is the first time hearing about that. Why hasn't that been public knowledge? That's a windfall for the teachers and that's not even been talked about. They've been taken care of, but if we don't supply the supplements, we're made to look like villains. Where do you all stand on this? Mr. Teetor said well I think just historically in the years that the county has been able to furnish local dollars for a supplement, it was generally \$300,000 total that made its way to the district. It was always appreciated. I think it's been at least three or four years since that went away. I think it might have been the first year that I was away from Caswell that that went away. I think the board was pretty gracious, and they found a way to make it work out of their fund balance to transition the teachers on that. Where these new dollars are concerned, I know the teachers have been appreciative that the Board prioritized the funding in that way. It would have been discussed openly in school board meetings. I think these types of meetings are very valuable, and hopefully this can happen more frequently where we have conversations about what the district's doing. We are very fortunate that these state and federal resources are here. Commissioner Dickerson asked do you have a figure for the amount of COVID money that was given to the county schools? I know the school district got roughly twice what the county got. I've requested those figures, but Mr. Miller hadn't had time to get them back to me. What did the schools receive out of COVID funding, just for general knowledge and everybody listening to this meeting, so we'll all be on the same page? What was it? Mr. Teetor said it's like 11.3 million. Commissioner Dickerson said wow, that's a lot of money i hope you all have been very good stewards of that, and you're putting something back to be able to fund these teacher supplements in the future. That's a lot of extra money there. Considering the taxpayers of the county have agreed to pay for a new high school, and they're going to get a tax increase for that. I hope that we won't be pushed down this road in the future where you're asking for supplements again when you've got that kind of money at your disposal. Mr. Teetor said as I stated earlier, the Federal Government's opposed to sort of a narrow time window on those dollars. So come December 2024, all of these dollars are set to expire. I think the Board will be able to do that for a couple of more years, and from there, they'll have to

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regroup. Commissioner Dickerson said an amount of money that high in the millions, you should be able to plan for the future. Save that money and allocate it on an ongoing basis to take care of our teachers. That in turn will take care of our students, and we will have better results. We won't have low reading test scores, low math test scores, or high dropout rates and be able to blame it on the fact that we can't recruit teachers because the money is there to fund these teacher supplements and take care of them. I mean Dr. Carter makes more than the governor makes in a year for running a small school system like Caswell County. Can't we take care of our teachers? Mr. Dickerson, this is Andy Tyrrell. With the budget figures that we gave Mr. Miller, it's outlined in there how we want to use our money going through 2024. So we hear what you're saying and we have been good stewards of our funds. It's all been laid out for at least ESSER-2 and ESSER-3 monies, and what we're using those for going forward. One part of that is the teacher retention turnover supplement, that we have built in there. That was approved by our school board. Commissioner Dickerson said I got a better way of looking at this. If we want to talk about uncertainties and money expiring, how much do you have in your unrestricted fund balance for the school system? Mr. Teetor said that figure at the close of last fiscal year was \$2,583,937. Mr. Dickerson said wow, you know the interest off that would be a big chunk toward procuring the money for teacher supplements on an ongoing basis. Then Mel Battle asked County Manager Miller wasn't he given that information about fund balance. Mr. Miller said yes, I was and I forwarded that information on to the Board on 5/25. Mr. Miller said I know Mr. Dickerson has some issues receiving his email right now, but we're working to correct that with technology. But it was emailed on 5/25. Commissioner Dickerson said we got to get something for me to receive it on first folks because my county device is inoperative and has been for several months now. So we got to do something on that end. Mr. Miller if you're listening I need some kind of device because I need to access my county email. Mr. Miller said yes sir, that's what I just explained.

Is Dillard has even lesser proficiency rates, what's being done to correct Dillard's problems? How many students graduated from Dillard?

Ms. Jones said our answer is Caswell County Schools continues to provide support to teachers through align curriculum resources, research-based instructional strength strategies and practices, and assessments which provide student data to assist teachers in preparing instruction to increase mastery of skills and to increase proficiency percentages. Caswell County Schools will continue to provide the summer learning opportunities or students to assist with learning loss and proficiency of essential skills to increase these proficiency levels. Students also have the opportunity to participate in tutoring sessions to support the mastery of these essential skills. The question how many students graduated from Dillard? So there are approximately 170 eighth grade students who will be promoted from Dillard to 9th grade at the high school. Commissioner Hall asked if they had the sheet with the pink highlights? They responded yes. Mr. Hall said in Reading, Caswell County Schools is 64% not proficient and in Math 1 93% not proficient. So my question is with tutoring and with summer school, can you cover all of these students that are not proficient? Ms. Jones said we can definitely invite. Just to speak to this, we

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just received this today. I would definitely like to look at our percentages because depending upon when things are reported, there may be summer assessment feedback that isn't included in that. Commissioner Hall said I'm trying to keep this short. Do you think these percentages are close to correct or way off? If they're way off, I don't need to ask any questions. Ms. Jones said I would like to pull together what we have and share that because it's calculated and printed out in a different manner. Commissioner Massengill said I think they actually came from a state website. Mr. Hall said my question is does anybody on the school board think these percentages are way off or if they're correct because my question is can this be corrected with summer school and tutoring? It seems to be a lot of students Mr. Tyrell said I think part of it is, and this is not an excuse by no stretch of imagination that someone could say you were totally off base. and i will accept that, but if you look at 2021 we're coming off being shut down from schools where we were doing remote learning. Our teachers did a fabulous job, and our kids and our parents did a fabulous job with remote learning. But it's not like sitting in the classroom. It did have an impact on scores in Caswell County and throughout the state. The state of North Carolina was only 75%. So we were not at the state level, but the state only had 25% of the kids past that assessment. So I'm thinking that was an odd year as far as we're coming off of remote learning and coming back in school in a plan b scenario. We got back to plan a, but I do think that did have an impact. Now with that being said I do think that we have something in place that will address those kids and those skills and kind of backfill those things that these kids need going forward. I do think that we do have some strategies to make that happen.

Please explain the K-12 Summer Learning Program and the cost of 3 million in ESSER monies?

Mrs. Boaz said our summer learning opportunities can increase student skill and knowledge. They can also eliminate some summer learning losses. Naturally every summer students go backwards and that's another research-based thing. So the more we can get them in summer, even if we don't see a year's worth of gain like we'd all like to see and everybody become proficient, we can at least mitigate them from going backwards and hopefully have them move forward. Summer learning opportunities are also essential to increasing their student skills and even mitigating the loss due to COVID. Again that was a research based strategy that the state and federal government came up with. So they even said we are required to utilize some of the ESSER funds to provide learning opportunities. They gave us certain percentages. All of those ESSER funds came with requirements on how we could spend them. Ms. Jones said so in addition to that, we have our summer learning program which gives our eligible K-12 students the opportunity to receive instruction and socio-emotional support, grade acceleration with the transitions and the credentialing opportunities. Mrs. Boaz said we've talked about you being good stewards of the money. We looked at last year after the summer learning program, and we prioritized that there was a need to provide more continuity. We had a lot of teachers burn out. We had to kind of piecemeal, and some students had more than one teacher during those sessions. So this year we wanted to try and encourage even more teachers. We added a bonus last year, but this year we added a bonus and retooled part of that. We wanted to look at can we get

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the same teacher in there for the whole session so they know the student, the student needs, and we're not regrouping. So we also use some of the ESSER Funds and the summer money to this year provide certified teacher bonuses for coming in and teaching at least three weeks of the two different sessions. That helped us staff it. It was easier this year than last year. So we continuously look for things like that and ways to improve and how should we spend those funds, but we will certainly do needs assessment and look at our feedback from this year and last year again when we started to plan our summer learning for 2023 and 2024. I think the paper you got with the budget for the summer learning noted 2023, but if there's funds still available then we certainly want to offer the same K-12 program to everybody in 2024 before those funds expire.

Why Stoney Creek does not have Pre-kindergarten?

Mrs. Boaz said so a lot of that answer is going to be linked to funds. I learned one thing in this job. We might get money, but everything you get has all of these attachments as to how you can spend it. We don't receive any state funds from DPI (Department of Public Instruction) to provide preschool services. We complete and review an annual application with the Caswell County Partnership for Children to receive preschool funding, and they utilize NC Pre-K funds. Since we're a public school system, we receive less North Carolina Pre-K funding per child than a private school setting. For example, if it was a day care or another private setting, they would receive \$650 a month, but for our slots we only receive \$511 a month per child. To sustain everything we need to have a Pre-Kindergarten and have it effective, we supplement that money because we want to make sure the students have instructional supplies, transportation, the free meals and snacks, and everything that they should have. So we use Title I funds to provide three teacher assistants for the three classes that we do have at the other schools. We are funded 54 slots by the Partnership for Children. We can have 18 students in a class, so that's three classes. The preschool classrooms have to meet Department of Child Development Early Education licensure requirements. The facilities and services all have to meet several different agencies worth of services. Caswell County Schools have developed those three sites at North, Oakwood, and South. Each site has to have a ratio of one teacher and one teacher assistant per 18 students. There are other special requirements for the students to be placed in the NC Pre-K classrooms. The student and the family must complete an application that provides required documentation that there are risk needs. Family level of household income is the primary eligibility requirement. There are additional secondary requirements such as military status, ESL status, documentation of educational and developmental risk. We have to assess the students once the applications are complete. They're reviewed by the Partnership for Children, even though we help with the 54 slots. Families that meet the eligibility requirements have the option to select any of the preschool sites, if the 18 slots have not been filled already. We don't have a licensed preschool classroom at Stoney Creek at this time. We have some challenges in developing a Pre-K classroom under those Department of Child Development Early Education licensure requirements. Some of those are limited facility space and challenges to recruit enough Pre-K eligible children to appropriately serve the program. NC Pre-K has a prescribed eligibility

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standard that does not allow us to just accept other preschool students and receive services in that NC Pre-K classroom. However, the children and families that are from Stoney Creek that meet the North Carolina Pre-K eligibility requirements can participate at those other sites. There are about four to six families that meet those eligibility requirements at Stoney Creek. These families have enrolled their child in the other Pre-K sites such as Rainbow Daycare or wherever the Partnership contracts. So for us it's North, Oakwood, and South.

Then Commissioner Hall said Stoney Creek is in my district. Students that are interested, do they have to transport their kids to these other schools or is transportation provided? Mrs. Boaz said we've had historically some of both things happen, but every year we have to re-analyze what our current laws and the current regulations are. I'll be honest. I would have to check this year to see where we are with that. Tracy Stanley said she is a Stoney Creek resident and they have to transport their children this year. Commissioner Hall said the other question he wanted to ask is related to Stoney Creek but not Pre-K. Why are we keeping Stoney Creek open? Mel Battle said I can answer some of that. Back in 1991, when we started doing the bonds for North and South Elementary, \$300,000 was spent on the septic system at Stoney Creek. Stoney Creek in my opinion should have been closed then. In 1992 we closed six schools, and we opened two North and South. That was one of the main reasons that Stoney Creek stayed open. Enrollment is always less than 200. You still want to provide the same number of services, but you might not always have the funds to do that. Tracy Stanley said us living over there, why would we want to put our children on a bus that's going to take that long to go to North or South. Both of my children are Stoney Creek graduates, actually three of them, and there was no way I was going to have them ride the bus that long. So that school being in the Stoney Creek district is good for us that's living there. Mr. Hall said I understand what you're saying but it seems to me from a financial standpoint, Stoney Creek is too costly. We could direct those funds to Pre-K for everybody. Mel Battle said just a couple comments. One of the comments that comes up is when I first came in we had like 20 schools. That was a long time ago. Now we're down to six. Is less better? At the same time if you're in the Stoney Creek school district, live up by Williamsburg that's a long run. If you close it the ride will be even longer. The same thing with people that live in the Mountain Hill area. If you live in Mountain Hill, some people went to South. You're actually closer to Oakwood school, but you coming through Virginia would be a better ride. The laws will not allow you to go through there. So to answer your question those funds could be diverted, but to me you have to look at the long haul of what the children would be doing. They'd probably be on the bus for two and a half hours or three hours for some of them depending on where they stay at. The enrollment is not getting bigger. In 1967 we had maybe six thousand students, and now we have less than three thousand. That's why Stoney Creek will never be able to get over 200 students. I understand Mrs. Stanley's point because that's their district. Everybody wants their school, but when we closed those six the same argument came up.

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What are your plans for these programs and employees after federal monies run out?

Mr. Teetor said that's one thing that we are constantly looking at. When you have grant funding, ESSER money, and money given to the state from the federal government is at some point those funds may run out. So we were very, very intentional about how heavy we go went into personnel because as we go through this, do we want to have all these personnel that we won't be able to fund. The flip side of that is when we do advertise jobs with ESSER funds and as grant funded lots of times that's not a job that someone wants as their first choice because they know just like with Title I, it may run out at the end of that year. So what we're doing and what our strategy is, is to look at the personnel, look at what they are assigned to do, and look at that data to see if they are impacting our children the way that we thought they would. So it comes down to prioritizing how do you sustain that, and that would be looking for other grants and using other grant monies to continue those programs that are being successful. We would also seek other funding sources for priorities such as teacher supplements to assist in making teacher salaries remain competitive with other districts. Local supplements are provided in surrounding counties throughout North Carolina, but we know what we have in ESSER 3, what's been budgeted there for teacher supplements. We know at 2024 that will come to an end.

How many teaching vacancies do the school system have? Please include any positions currently filled with full time temps.

At **Bartlett Yancey High School** there's 10 vacancies: 4 of those are new vacancies for this year whether it be people resigning or retirements, 2 of those last year were covered by long-term subs, the math coach position which also falls under that 10 was vacant all year long, and then 3 of those were absorbed by other staff members (the literacy coach assisted with covering classes as well as two were absorbed by department members during their planning periods). For **Dillard Middle School**, they had 3 math vacancies that were absorbed by staff. There are two new science vacancies. One is a retirement and the other one is not returning. There is one ELA vacancy now. There was a second one that was filled by a long term sub, but they have found someone to fill that position. There's one CTE, and there's one art that was a long-term sub this year. It was actually covered by two subs. Then their math coach position is vacant. For **North Elementary**, there are two vacancies. One is a new one this year. A teacher is relocating to a different district, and the other one was covered by a long-term substitute, which was a certified retired teacher who stayed at North all year long. **Oakwood**, they have three vacancies. There's an EC resource teacher, a second grade teacher, and an EC self-contained teacher. EC positions are always hard to find. They are hoping that they will be recommending a EC resource teacher and second grade teacher soon. **South** and **Stoney Creek** have no vacancies at this time.

Commissioner Massengill said out of the ten, how many are teachers at Bartlett Yancey High School? It's ten teachers. How many total teachers? We don't know a definite number.

Commissioner Massengill said he was wondering what percentage it was because he understands it is tough to get them. You made this comment a couple of times, but how does staff absorb the vacancies in teaching? Dr. Murray said they cover classes during their planning period. You

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know teachers at the high school have an hour and a half planning, so during that time they would cover another class. Then Commissioner Massengill asked out of the 50 teachers you have, how many of them are completely certified? If you want to get back to me on that later, you can. Mrs. Boaz said we've talked about these issues, and I'd love to see the Board continue to talk and work together towards some solutions. I think we need to understand a lot of the problems are statewide problems. I'm good friends with the head of the Teacher Education Department at Campbell University, and he says they enrolled less teacher candidates this year than they ever have. They have had to cut their department. I'm on the Board for Guilford College, and they're saying the same thing. I think all of us need to come together and petition to the state and wherever else. Teacher working conditions are hard. They're constantly scrutinized. Like these scores right here, they feel like that's an indicator of their work, and a lot of it is not. We've all got to get creative. It's not just a Caswell County problem. They're not graduating enough students from our colleges to come into education to fill the vacancies in the state. So us being a rural local district, we're going to feel that difference first ahead of some of the other wealthier districts. Another thing for me to note is even on the data that's here, that we were talking about, that was a year of remote learning. We had people who were having trouble accessing the internet. We provided resources. We did everything we could possibly do, but it's comparing us to high wealth districts that do have fully certified staff or didn't have trouble with the internet. The state does provide us a lot of other metrics to look at versus just comparing us to the State of North Carolina, and allows us to look into some of those little windows of what might be going on. I don't know how much of that we can share or how much of it is private, but those are all things we look at regularly. I think for the recruiting problem and the vacancies, we all need to accept it's going to take four years. Even if we pushed and got enough kids in colleges this year; it'd be four years before they graduated and could fix the problem. It's ongoing but I will say for me in elementary, the percentage of vacancies this year with that supplement is less than it has been in years. They're willing to stay versus going across the line to get paid more. Ms. Jones said I'd like to also we also add that we have our teacher cadet program that we started at Bartlett Senior High School. We have students who are very excited about staying in Caswell County Schools. We're calling our alma maters, and we're fortunate to pick up some teachers at schools and colleges where we attended because we love Caswell County Schools. We are and we have to continue to be marketers of our school system.

Commissioner Hall said one other quick question on the vacancies. You said it was three math vacancies at Dillard. How do you plan to handle that if you can't get the teachers? I'm asking because a few years ago at Dillard, we had a math vacancy. I think maybe the teacher came for a week, and then that math class was handled by sub until December. That sub did not have a mathematic degree, and it hurt a lot of students. Mrs. Stanley said I have a child, and Bryan Miller you probably have one in Math I this year. They've had five teachers because no one would stay. So we finally had Mr. Thomas, who was a certified math teacher who've been there forever or since my other ones went through. He taught all day long. They combined classes and put them together in the media center, and our kids were taught by a certified math teacher for

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Math I this year. Mr. Hall said I guess that answers my question, what are we planning to do if you don't get them. We have one or two somebody that can teach this math. Ms. Jones said yes. Similar to what Mrs. Stanley shared, we do have two other math teachers we know who will be there. They have been very instrumental, collaborative, and working during their planning blocks just to make sure that there isn't a substitute in there who doesn't have that math background. Mrs. Stanley said her child was being tutored also virtually and face-to-face. Chairman McVey said my question is you said you had five math teachers come into that one class. Mrs. Stanley said that's correct. Mr. McVey said why would five math teachers leave? Mrs. Stanley said well I'm going to tell you one thing. Children are mean. Mr. McVey said so discipline. This is a particular type of situation that money does not help to correct. Mrs. Stanley said that's right. Mr. McVey said so you have no discipline, and Mrs. Stanley said it's not that we don't have discipline. Children are mean. It's not like it was when we were growing up. I'm just going to put it out there. I couldn't go to middle school again, and I wouldn't go to high school again. Children are mean, so they run teachers off. Like I said we've had them come in. Some that were not certified and some who had no clue what they were doing, who couldn't teach the class. Chairman McVey said so my point being that there's something wrong beside the money. So throwing more money at this is not going to help until we do something different. Ms. Jones said one of the transitions went to a district maybe four or five districts over for career advancement. Others went to higher paying districts. Mr. Tyrell said but to your point, I think part of it goes back to this idea of we have to recruit; then we have to retain. So what's that retention piece look like. If you're a new teacher, we have a beginning teacher program giving a mentor. So what's that look like? What support structures are we giving new teachers coming in to our buildings? The other difficult thing is especially for momentum and professional development is, if you have turnover in your schools, that means that you have to start back at a to train a teacher that comes in brand new to that building in the culture of the building and the things that we're trying to do. I do think recruitment is key. Once you get them here, you got to keep them here. You got to retain them through support resources and professional development. Its multiple things that keep teachers from staying. Mr. McVey said I understand that money is not the answer in that particular situation. There's something going on for those five teachers besides money. Mr. Owen said some of those teachers were people who did not have a teaching certificate, who wanted to become a teacher. Once they got in the classroom, they realized that's not what they wanted to do. Mr. McVey said I understand that too, but still there were five of them.

Mr. Hall said the Teacher Cadet program sounds a little like the Teaching Fellows Program that the state had some years ago. Is it something close to that? Mr. Battle said no it is completely different. The cadets are kids who aspire to be teachers that they don't get any money, but teaching fellows got money to go to school. They had to commit to a teaching position once they got out of school. I think it's a program that they should have never dropped. Commissioner Hall said I agree, that's why I raised this. So one of the things we might be able to look at is making the Teacher Cadet Program looks something like the old Teaching Fellows Program.

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RECESS-Board took a five minute break.

Chairman McVey said I had one more question when we were talking about the five teachers that went through that class. How are we set on principals? Mr. Tyrell said right now BY is covered. We just named a principal at Dillard, and we still have an assistant principal vacancy at Dillard because she moved to be the principal at North. We will have a new principal at Oakwood. The same principal will be at Stoney Creek, but we will have a vacancy that needs to be filled at South. So we have had some principals move around said Chairman McVey, and Mr. Tyrell said we have. Some are retiring and some are leaving the district. We felt good because we had some connections with some that are coming back so we could take an assistant principal (AP) and move them into a principal spot. We had an instructional coach with an administrative license within the school that had been working with the teachers, parents, and kids who could be elevated to get the principal position. So that's always a good thing to keep some consistency and also to prepare your AP's to be principal. Then Chairman McVey asked what kind of turnover do we have compared to years past? Mr. Tyrell said I think this year will be the most in a while just because of retirement and going to other systems. In the last three years we have been real consistent as far as the number of principals. It might stretch out to four, but I'm just trying to remember. It's difficult to come in and get things done in one year. People think change can happen in one year, but it usually takes three years to make any significant change. So we've been very fortunate about having principals stay, being able to either recruit people that were with us to come back or be able to promote from within.

How many Caswell students are attending school outside of our county?

Mr. Teetor said if they're going out of the county, they're either going to private or charter. We don't have data that we can tackle private, but the school system does get good data on the charter schools because they have to send the rosters to the school system so that we can verify they are Caswell County students. The latest number, as of the last month that bills were paid, reflected 234 students. I'll say that number is consistent with what I saw about five years ago when I was physically paying the bills here, and that's hanging a little over 10% of the enrollment. So I think that's pretty consistent. There are some districts that when envy being around that 10% mark. There are some districts where they see half of their children go to charter schools. I think Northampton County Schools and Washington County Schools are two examples that come to mind where a half or more of their students go to charters instead of their home schools. 234 sounds like a lot, but as a percentage of the student enrollment that's a pretty normal and reasonable number. It has been consistent with the past few years. Commissioner Massengill asked how much does that cost us approximately. The county appropriation that fines and forfeitures have to follow for those students is on a per-pupil basis. So you're looking at a couple hundred thousand a year that follow those students. Mel Battle said it's something else that we don't talk about, which is private schools. Some parents send their kids to private schools and pay their own tuition. Then you've got home school, and Caswell County has double digits in home schools. That's the choice people make, but it doesn't affect our funding per se. We had

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over 6,000 students, but now it is down to 3,000 students. So if you add in that 234, that's a big number. It only takes 2 students to have a home school, Mr. Battle thinks, and at one time we had like 30.

Please explain indirect costs associated with ESSER monies?

Mr. Teetor said so for practically every federal grant that a school system receives, the districts are allowed to assess what the federal government calls indirect costs. So the idea behind that concept is local resources are being used to administer that grant. So if you have employees that are being paid from that federal grant, someone on your local payroll or someone on your local HR is servicing those employees or we're providing utilities for that program to operate. The general idea is that the district can recoup overhead costs. Specifically, we get a percentage that we're allowed to charge and it varies from school system to school system. This year Caswell County's rate was 5.428% that it was allowed to assess. The district here will assess that in June. So I sat down and took a look at Caswell's numbers the other day for the purposes of this meeting, and isolated to ESSER money when Caswell recoups indirect costs from that, it'll be \$172,000. That's not something really the Board will have had a conversation about yet in terms of what they might do with that when they set it to the side, but we'll have about \$172,000 in Caswell that's assessed through indirect cost.

Please explain the ESSER monies for HVAC 550,000 that are from ESSER II and then 1,000,000 for HVAC from ESSER III. Why then do you need 140,000 in additional monies from the county for HVAC?

Mr. Teetor said one thing that I want to say in general about ESSER money, it's a little different for us in school systems than our money that counties are receiving. We've got a lot of middlemen that have put their hands in the cookie jar and set restrictions for us between the General Assembly and the State Board of Education. So anything that a school system spends from ESSER money has to be very tightly married to the notion of either surviving during the pandemic or responding to the effects of the pandemic. So the state rules graciously allowed us to consider HVAC and air connected to air quality. So there was a concern in a lot of districts that have old HVAC systems and the ability of those HVAC systems to pump in pure air or cleaner air. So an approved expense is anything that you're doing to upgrade an HVAC system to make it have cleaner air. An example of what Caswell has done is they've had assessments conducted on their units, sanitized the coils in those units, and installed some filters to improve the air quality. The State and Federal Government have been very clear that it can't be used to replace a broken HVAC unit or it cannot be used to replace a chiller that's failed. So the mechanical and electrical failures are still very much so a responsibility of localities and upkeep facilities, but any type of supplemental measure to improve air quality is allowed. I think in the request as noted in the question is \$140,000 outlined, that's a fairly consistent number for the district and its efforts to make those improvements. I think in the last summer the district had to make a very large investment to replace the chiller at Dillard Middle. It's a fairly common expenditure especially as some of these facilities start to age. That's the short of it. Normal

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mechanical failures are still a local responsibility and not a necessary allowable expense. Chairman McVey asked if the school system contract most of that stuff out or is it done in maintenance. Mr. Tyrell said I know for the sanitizing and the filters, it was contracted out just because it was a specialized technique. We did it with Brady, and they came in and did all our schools. They did it over the holiday break to increase the air quality in our schools.

Please explain 2,000,000 in ESSER III monies for teacher retention/supplements.

Mr. Teetor said I knew that we talked about this a little bit with Mr. Dickerson. I think this was a great thing for Caswell County. I don't think this district's ever been able to award a 10% supplement rate. Just to give you some context for how major that is, that is sort of an entry-level teacher supplement in Alamance County and in Person County. That really gets you to the table for some serious competition. I'm a little feisty with you all because you did steal some teachers from Alamance this year. So it was effective, and it will continue for a couple more years while that money is available to do so. That certainly goes a long way. In that particular percentage model, as I was explaining earlier really does reward those teachers with a lot of experience because it compounds on their higher base salary than they get from the State. It really does get you in shooting distance for a lot of your neighbors in a meaningful way. I don't know what will happen when ESSER money goes away, but a lot of districts are going to be trying to solve the ESSER cliff. That what we're calling it. It was a great thing and a smart investment.

Has any or all ESSER II monies been spent, and if so what are the outcomes on such items as dropout prevention and after school tutoring?

Mr. Teetor said so I made a chart for this one just to show you the three major categories of ESSER dollars. **ESSER I:** The district spent to date a little over \$763,000, and there's a little over \$11,000 left that will be gone by the close of this fiscal year. That phase one of ESSER money expires permanently September 30th of this calendar year, but it will be gone well ahead of that. **ESSER II:** A little over \$1.9 million spent to date with a hair over a million left. It will expire September of 2023. **ESSER III:** One and a half million dollars spent to date, and almost \$5.3 million left. That one was recently extended. It was supposed to expire in September of 2024, but Federal Government's pushing that out to December of 2024. So there will be some extra months there that was not originally planned on. In terms of the outcomes, I would say that the staff of the district is regularly monitoring that, and we'll continue to do so. I think for most districts ESSER I was what we all depended upon just to survive the pandemic. When we were in the early stages, we were using it to buy personal protective equipment, technology, and just completely adjusting our way of life. ESSER II and III have really largely been about life when we came back to school, school reopening, what's going to be done with air quality, and what's going to be done with helping students catch up. So I know these ladies talked a lot about some of the programming that's happening and is scheduled to happen. They've gotten some great feedback from you tonight about ways you think would be helpful in collecting data to demonstrate that progress.

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Mr. Tyrell said I think we have answered all of your questions, but they might not have been in the order you sent them.

Commissioner Oestreicher said first of all I want to let you know any comments I have made or will make are from my basic position that I believe the school Board is really trying to do the best they can for our students. So my questions only come from the basic position that Caswell County population should've lost five percent over the last ten years. Usually that means that our tax base is going to go away. I think on the other hand what people are not paying attention to is the fact that look at Mebane. That area there is growing like crazy. This lovely Danville casino is coming. I lived in Kansas City when they first put in casinos, and everybody thought that was the best thing since sliced bread. 10 years later, they were all saying who ate our sliced bread because that all went away after people lost all the money they were willing to. At any rate that will have an impact on people driving through or even moving in the northern part of the county. There's still pressure and there's huge numbers of jobs coming into the RTP. Big well-paid jobs. So people that are coming to that area are coming from Texas, California, and other areas. They can afford big houses, grand places, and mansions. We look pretty attractive looking at our land base. We need to be prepared to either attract people into the county or deal with people that move here. One of my big concerns is providing staffing for jobs that are around with well-trained, educated people. My big concern is if you look at the numbers we've got, we don't present a really pretty picture. If people look at the school grades and these student performance numbers and stuff like that without understanding the background that we have here. So my plea to our Board and the School Board and the school system is that that must be our driving force and our driving thoughts. That change is coming, and we can either be run over by it or be prepared for it. Lord help us maybe even lead a little. So we need to figure out how to do that. We're not going to do that by sniping at each other, making nasty comments, questioning things that are patently obvious, and working off the assumption that there's something else going on. So my plea is let's try to figure out how to work at this together. I've been on this Board now for three years, and I know some of the first interactions we had with looking at the School Board Budget was saying what the hell are they going to do with that money because there was no detail. Transparency is how you deal with those situations, and the more transparent you can become the easier it is to explain it, to measure it (the metrics). So my last parting shot, has the Planning Board contacted either the School Board or the school system with their input for updating the Caswell Comprehensive Plan? Mr. Tyrell said not to my knowledge. Mr. Oestreicher said he will bring that up at the next Planning Board meeting. To me it's unconscionable to not get input from School Board and school system. So I'll make sure it's done.

Chairman McVey said now Bryan Miller's going to ask the questions, and anybody that wants to speak up can answer them. County Manager Miller said well I'm happy to read the questions, if that's okay with you Mr. Owen. Mr. Wayne Owen said sure, that'll be fine.

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So the Board of Education asks **what is your official position on supplements for teachers? Special note: the Board needs to be aware that supplements in the past were for teachers only (not principals and directors, etc.)**

Chairman Mc Vey said here's my personal feeling, question one, three, four and five, I think they all fall under the same category. I think it's up to this Board of Commissioner to give the Board of Education a pot of money. We give you all a pot of money, and as the Board of Education, it should be up to you how you spend your money. Whether it is upgrading, improvements, hiring a social worker, or giving teacher supplements. It should not be up to the Board of Commissioners, in my opinion, to give teacher supplements. I have said that for several years since I've been on this Board. I don't know when it started, but I think you knew that this Board was asked to give supplements and that comes from a different pot of money. In my opinion it should be the Board of Education that gives the supplements and does the planning for the upgrades and improvements. We give the Board of Education a pot of money and you all distribute it. You're there to make those kinds of decisions. Mr. Battle said it depends on how big the pot is. Chairman McVey said I understand that too. Mr. Battle said when it first started, I was on the Board. It was earmarked because the basic thing that the Commissioners provide is capital outlay and current expense. The thing with supplements was that it was a separate pot of money that was beyond current expense and capital outlay. That same point came up that you talked about before you even got on the Board. It was a good point, but it was never enough money. If you took this money away from this and put it over there, then that left that lacking. That was the rationale, but I understand your point. If it's big enough that can be done. Chairman Mcvey said well it's up to this Boy to come up with that pot, but it should be up to your board as to how you spend that. It should not be left to the Commissioners.

Commissioner Oestreicher said I've got a slightly different opinion, and you already heard what it was. It is necessary transparency. Now the pot's only going to be so big, and with every other department, we get literally a line by line item on how they built their budget request. So I think it makes a lot of sense for us to figure out how appropriate that amount of money is on the basis of where it is going. On the other hand, I think one of the downstream sides of that is there is a certain amount of that money that's given to the School Board or school system that's highlighted as this, but once you get it, you can spend it anywhere you want. I'd like to know where it's going and if it is appropriate. Mr. Wayne Owen said we've tried to be transparent in that in giving detail when we send the budget over. We just don't say we need this much; we to try to break it down and give you an idea of what kinds of things we're looking at. Commissioner Massengill said I would agree to disagree to a certain extent because the 2 million dollar budget only got about seven pages. 9-1-1 budget or Department Social Service budget has a whole lot more breakdown. Mr. Teetor said one thing that we can do since I'm going to be working with the district as a contractor for the better part of a year starting in July, and Alamance is furious with me. I did a lot of work in Alamance the past few years because they were in the exact same spot. The two Boards were in the exact same place there five years ago, and we developed a lot of reports that I think built some transparency. Once a year we delivered a prior year review that

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we showed the Commissioners every everything that the school system spent money on in the prior year and how it compared. Then we also have a monthly report that we prepare for the Commissioners in Alamance that show them just sort of how things are progressing. So I think there are some things that we can put in place, which will hopefully continue when my contract's done, that will help sort of bridge those things. So definitely happy to work on that.

Then County Manager Miller said Mr. Chairman, would you like me to move on the question number two. Chairman McVey said yes, but I've covered questions 3,4, and 5 as far as I'm concerned. So **the Board of Education would like to know how can we foster a good working relationship between the two Boards?**

Commissioner Massengill said Mr. Teetor just hit the nail on the head. There's no reason for the Board of Education to meet however many times they meet a year, the Commissioners meet however many times and never the twain shall meet. I think that the Commissioners and the Board of Education should meet at least quarterly. Both Boards need to sit down and talk it out. Tell us we're spending it here. That's a great report, but I won't be around. I don't do politics, but that is a great idea and the only way that I see both Boards moving in the right direction. Mel Battle said it used to be that way. We used to meet every quarter and it needs to be that way. It was nothing to hide. We need to be transparent because if you ask for \$1,000 and only spend \$10, what happened to the \$990. That's just common sense. So I hope we could meet on a quarterly basis. We used to meet at Central Office one quarter and with the Commissioners the next. It was an ongoing thing.

The Board of Education would like to know **in order for us to attract and keep highly qualified teachers and staff, we need funding. Will they supplement teacher bonuses?**

Commissioner Massengill said I think they answered that questions. That's pretty well done. Commissioner Oestreicher asked are you all happy with that? Mr. Battle said well until the ESSER funds run out. Mr. Wayne Owen said that is our biggest concern when the ESSER funds run out, we won't have anything for any kind of supplement. We're attracting some people now and drawing some people back, but they can turn around and leave just as quick if the money is not there.

Will they provide additional monies for social workers and other needed positions?

Chairman McVey said I know we've provided some money once or twice for social workers. How many social workers do you have? Mr. Battle said one, but one time we had two. Mr. McVey said you had two at one time, why did that second one phase out? Mr. Tyrell said they left. Mr. McVey asked is that money still there for that position? Mr. Tyrell said we used that money for the first position. Mr. Teetor said at one point in time there was a state grant that supported social workers, and that grant funded that second position. Mrs. Stanley said but with not set amount that we get. Right now especially with the Sheriff's Department and social workers with my child being in the school and with all that has been going around schools, social

workers and the Sheriff presence in schools are needed. That needs to be the main thing that is funded for sure.

The Board of Education would like to know **our schools continually need upgrading improvements. How will the Board of Commissioners support it?**

Commissioner Massengill said use that same pot of money. Then the boards laughed. Mr. Massengill said it depends on how big the fish pond is and how many fish is in. I'm bothered we've got five questions from whomever, but not one of these five questions are about the safety of our kids. Not the first one. It's about money and supplements. My grandkids and my great-grandkids are worth whatever. Somewhere, somehow that has got to be addressed. This world is not getting any nicer. Mrs. Stanley made to comment the kids were mean. Well it ain't just kids, it's the adults too. I was made aware today that maybe there was a situation of some doors at North Elementary. Trudy Blackwell said I was too. Mr. Massengill said I'm not putting anything out here but that's unacceptable. I don't know whether it happened or not. I just had somebody tell me at the pharmacy. Where does the children's safety coming in when these five questions are all about money? It doesn't matter how we treat the teachers, if we're not taking care of kids. Mrs. Garland said that would fall under upgrading and improvements as well. Mr. Massengill said I think it would probably fall under School Resource Officers also. Mrs. Garland said or under number four with the social workers. Mr. Massengill said but the last time I checked social workers don't carry guns. These guys go into these schools, and they don't care whether it's the Chairman of the Board or the local pharmacist that's in there. They go in with one thing on their mind. I don't have any kids in the school system right now, but I worry about those that do.

Mr. Teetor said what's helpful is as we're talking about that quarterly meeting structure, talking about facilities, and even maybe having some kind of conversation about the development of the joint facilities plan. I know when I was last here, the county had a contractual relationship with Davenport and I don't know if they still do. They're really effective in mapping out five or ten-year plans and forecasting how much is coming in from lottery and how much is coming in from articles 40 and 42 that's earmarked for facilities. I think that may be something good to work on in these quarterly meetings is getting some kind of analysis of the resources available for facilities and capital outlay, getting the two bodies to agree on a plan that's feasible over the next few years, having that being part of the transparency and the dialogue, and working on a solution.

Mr. Wayne Owen said to get back on the safety issue, we have been working on the safety for our schools for the entrance areas, for the locks on all of the doors, using the cards where we can control everything from the office, and being able to stop the card from being able to get in. We have done a lot in looking at the safety of the children in our schools. We have fought hard every year and these ladies here have looked and worked hard at getting grants for SROs in our schools. Safety has always been right at the top of everything for that we're trying to do. We've got to keep the children safe, and we have worked hard trying to do that. I want you to know that

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safety is an issue that we look at, and we will be reviewing again as we get ready for another year.

Commissioner Oestreicher said well I worked in the chemical industry for 57 years. We talked about safety, ways to approach safety, administrative controls, and engineering controls, and if you only have one, you haven't addressed the situation. My understanding is that the high school's got pretty good engineering controls. What I would think should be a constant topic for us in our quarterly meetings is the review of the schools and the school boards long-term security plan. I'd like to see what that would look like. I would think that something that if you don't have, you ought to have it. Just like the county's got the comprehensive plan. County Manager Miller said a plan like that could probably be reviewed in closed session meeting. Mr. Wayne Owen said we have security plans, but they are approved in closed session. We can't let that information get out in the public or how you plan to handle certain situations. Commissioner Oestreicher said I think that to me is very important, and that's part of the transparency.

SCHEDULE NEXT MEETING

The clerks to both Boards are to communicate on the best time to hold the next quarterly meeting after checking with the Superintendent. Mrs. Blackwell said but we are all in agreement that we want to meet quarterly.

ADJOURNMENT:

A **motion** was made at 9:19 pm by Commissioner Massengill and seconded by Commissioner Jefferies and **carried unanimously** to adjourn the meeting.

A motion was made by Vennie Beggarly for the Board of Education and seconded by Mel Battle and carried unanimously to adjourn the meeting.

Carla R. Smith
Clerk to the Board

Rick McVey
Chairman

June 7, 2022



CASWELL COUNTY JOINT MEETING

JUNE 7, 2022

Question from Commissioners: BYSHS had/has an average reading proficiency of 30 to 34% and an average math proficiency of 30 to 34%; how many students will graduate with these proficiencies?

- As required by Caswell County Schools Board of Education, students must earn 27 credits to graduate. Students earn credits when courses are passed. When students meet the graduation requirements set by the NC Board of Education and the CCS Board of Education, they are permitted to graduate. Caswell County Schools continue to celebrate increased graduation rates at the highest since we researched which is 2006. The graduation rate is currently 85.4%.
- Traditional high school students in Caswell County and high school students in public schools and public charters across the state must complete required reading state summative assessments. This assessment is regularly given during a student's sophomore or junior year. Students will receive additional instruction to support reading proficiencies levels after the first test administration.
- There is not a senior state proficiency assessment to determine the proficiency levels of reading for a state percentage report. Therefore, the reading proficiency levels are not demonstrative of graduating senior levels. Caswell County Schools' seniors are graduating from Caswell County Schools and not dropping out of Caswell County Schools at a higher rate than previous years which is indicative of collaborative support for CCS employees, parents, and community members.

Question from Commissioners: What is the District doing to correct these proficiencies?

- Caswell County Schools continue to provide support to teachers by providing an aligned curriculum, instructional practices, resources, and assessments in preparation for increasing mastery of skills and increasing proficiency percentages from elementary, middle, and high school. Professional development in reading instruction, content areas and how students acquire reading skills is prioritized. Professional development for the 2022-2023 school year will focus on rigor, literacy, analyzing student data for differentiation of student needs. All elementary teachers will participate in Language Essentials for Teachers of Reading and Spelling (LETRS) coursework. This professional learning provides educators and administrators with deep knowledge to be literacy and language experts in how students acquire reading skills. CCS staff will use this information to plan appropriate instruction, intervention, and remediation to meet student needs.
- Students also have the opportunity to participate in tutoring sessions during the regular school year to support their mastery of essential skills to increase proficiency levels.
- CCS will continue to provide remediation and tutoring as well as summer learning opportunities for students to increase skill acquisition. Summer learning provided from June 13 to June 28 and July 11 to July 28, Monday through Thursday, include 6 weeks of math, science, and reading learning opportunities in grades K-12. Eligible K-8 students can receive up to six weeks of support. Eligible students in grades K-3 are able to receive reading support from the integrated summer reading camp all 6 weeks. High school students are afforded opportunities for credit recovery and credentialing opportunities throughout the summer programming. To afford students more opportunities for success, CCS has written additional grants and planned Summer Bridge Academy and a Summer Career Accelerator Program. In the Summer Bridge Academy, CCS will provide a 3 week learning academy with integrated STEM to eligible rising sixth and rising ninth grade students. Priority consideration for enrollment is to students who are at-risk and/or disproportionately impacted by COVID. CCS will also provide 10th - 12th grade students with priority considerations to students who are at-risk and/or disproportionately impacted by COVID to participate in the Career Accelerator Program. The Summer Career Accelerator program will focus on career development plans and summer credentialing. The PSU will extend 6th and 9th grade students invitations based on availability.

**Question from Commissioners:
Dillard has even lesser proficiency rates - what's being done to correct Dillard's
problems? How many students graduated from Dillard?**

- Caswell County Schools continue to provide support to teachers through aligned curriculum resources, research based instructional practices, and assessments which provide student data to assist teachers in preparing instruction to increase student mastery of skills and to increase proficiency percentages.
- CCS will continue to provide summer learning opportunities for students to assist with learning loss and increased proficiency levels of essential skills to increase proficiency levels.
- Students also have the opportunity to participate in tutoring sessions to support their mastery
- There are approximately 170 eighth grade students who are “promoted” from Dillard Middle School to the ninth grade.

Question From Commissioners: Why does Stoney Creek not have Pre K?

- Caswell County Schools does not receive state funds from NCDPI to provide universal preschool services. Caswell County Schools completes/renews an annual application with the Caswell County Partnership for Children to receive preschool funding support utilizing state NC Pre-K funds. Being a public school system, the district receives less NC PreK funding per child than a private school setting (\$511/child/month vs. \$650/child/month). Therefore, to sustain the necessary services of staffing, instructional supplies, transportation, and free meals/snacks, CCS also supplements the program with Title I funds to provide 3 teacher assistants for the classes.
- CCS is granted funding for 54 slots in the district by Partnership for Children. Our NC PreK preschool classroom must meet the DCDEE licensure requirements for the preschool facilities and services. Caswell County Schools has developed three approved sites at North, Oakwood, and South. Each site must have a ratio of 1 teacher & 1 assistant per 18 students.
- There are special requirements for the students to be placed in the NC PreK classrooms. The student/family must complete an application that provides required documentation that there are risk needs (family level of household income - primary eligibility requirement ... additional secondary requirements include military status, ESL status, and documentation of educational/developmental risk needs). Once the applications are completed, they are reviewed by Partnership for Children. Families that meet the eligibility requirements have the option to select any of the school preschool sites (or other private/Head Start NC PreK) in the district.
- CCS does not house a licensed preschool classroom at Stoney Creek Elementary at this time. The challenges to develop an NC PreK classroom at SCES under the DCDEE licensure requirements include: limited facility space and challenges to recruit enough NC PreK eligible children to appropriately support the program. NC Prek has a prescribed eligibility standard that does not allow all preschool children to receive services in the NC PreK classroom. However, children/families that meet NC PreK eligibility requirements are able to participate in any of the NC PreK sites. Historically, there are about 4-6 families that meet the NC PreK eligibility requirements. These families from SCES have enrolled their child in the NC PreK sites for South, Oakwood, Head Start and Rainbow Daycare.

Question From Commissioners: Please explain the K-12 Summer Learning program and the cost of 3 million of ESSER monies.

- Summer Learning opportunities can not only increase student skill and knowledge but they can also eliminate summer learning losses that occur every year for all students who are not engaged academically over the summer. Summer learning opportunities are also essential to increasing student skills and mitigating learning loss due to COVID. Therefore, utilizing ESSER funds to provide learning opportunities to mitigate learning loss is a requirement of public school units receiving ESSER funds.
- The CCS summer learning program gives eligible K-12 students the opportunity to receive instruction and socio-emotional support, grade acceleration opportunities, and credentialing opportunities. In 2021, CCS summer learning incorporated two learning sessions totaling 28 days for students. In 2022, the summer learning program will occur during two (2) three-week sessions. The first session will be held June 13th to June 30th and the second session will occur from July 11th - July 28th. Summer school will occur Monday through Thursday and includes transportation, instructional materials and supplies and all meals for all students. Summer supplements are included for all employees working with summer school over the summer. Summer school funding is also used to recruit and retain certified teachers throughout the summer allowing CCS to be competitive with surrounding districts
- A bonus has been added this year for continuous working at each session for classroom certified instructional teachers. This will provide continuity to our students and hopefully allow a benefit to recruit teachers to work during this program. Needs assessments and feedback from 2021 and 2022 summer learning programs will drive planning and implementation for the summers of 2023 and 2024.

Question From Commissioners: What are your plans for these programs and employees after the Federal monies run out?

- Programs and positions are evaluated annually and prioritized based on needs assessments and available funds. CCS staff also seeks and applies for grants in areas of opportunity for the district where local and state funding is not made available, such as the athletic facility grants recently sought.
- This is critical to meeting many of our district needs. This same system of prioritizing need would be in place as any funds are consumed and expire.
- We would also seek other funding sources such as local funding for priorities such as teacher supplements to assist in making teacher salaries remain competitive with other districts. Local supplements are provided in surrounding counties and throughout North Carolina.

Question From Commissioners: How many teaching vacancies do the school system have?

Please include any positions currently filled with full time temps.

School	Total Vacancies
Bartlett Yancey High School	10
Dillard Middle	9
North Elementary	2
Oakwood Elementary	3
South Elementary	0
Stoney Creek Elementary	0
Total	24

Question From Commissioners: How many Caswell County Students are attending school outside of our county?

Charter School	County	Number of Students
Alamance Community School	Alamance	9
Bethany Community	Guilford	6
Bethel Hill	Person	11
Clover Garden	Alamance	130
Greensboro Academy	Guilford	1
Guilford Charter School	Guilford	1
Hawbridge School	Alamance	1
Eno River Academy	Orange	10
NC Connections Academy	N/A	11
NC Virtual Academy	N/A	4
Piedmont Classical High School	Guilford	1
Research Triangle Academy	Durham	1
River Mill Academy	Alamance	10
Roxboro Community School	Person	36
Triad Math & Science Academy	Guilford	1
Voyager Academy	Durham	1
Total		234

Question From Commissioners: Please explain Indirect cost associated with ESSER monies.

- School Systems permitted to assess most federal grants indirect cost to account for the use of local labor and facilities to administer the grants and related programming
- Caswell County Schools' indirect cost rate for the 21-22 school year is 5.428%
- Will assess this at the end of June—approximately \$172,000

Questions From Commissioners: Please explain the ESSER monies for HVAC 550,000 that are from ESSER II and then 1,000,000 for HVAC from ESSER III. Why then do you need 140,000 in additional monies from the county for HVAC?

- ESSER funding can only be expended on HVAC for purposes of improving air quality—not mechanical or electrical failures
- The school system still needs support from capital reserves for unit repairs and replacements
- ESSER III- \$550,000 budgeted and \$315,750 expended for efforts to improve indoor air quality
- Example: ventilation assessment, coil sanitation, and filter installation

Question from Commissioners: Please explain 2,000,000 in ESSER III monies for teacher retention/supplements.

- ESSER funds used to award a supplement equivalent to 10% of base pay
- This amount aligns us with neighboring districts and makes us relevant in recruiting efforts
- Acceptable use of ESSER funds due to staffing shortages, particularly in education, stemming from effects of the pandemic

Question From Commissioners: Has any or all of ESSER II monies been spent and if so what are the outcomes on such items as dropout prevention and after school tutoring?

Category	Amount Spent to Date	Remaining
ESSER I	\$ 763,719	\$11,742
ESSER II	\$1,944,955	\$1,078,819
ESSER III	\$1,504,053	\$5,287,013
Total	\$4,212,727	\$6,377,574

Data is analyzed regularly. Student achievement, dropout rates and other data is analyzed to determine program effectiveness and prioritize needs going forward. Caswell County Schools' dropout rate is lower than the state dropout rate. Currently, at the secondary level, after school tutoring is being offered.

At the elementary level, funds provide certified tutors during the school day. Each elementary school provides small group instruction and remediation based on student needs during the school day.

We will continue to investigate after school tutoring opportunities for the elementary schools considering staff availability. ESSER II funds are available to be used through September 30, 2023.

2020-21 Student Performance

Caswell County Student Performance

[This section describes student performance in various test subject areas. Student test performance is reported as one of four achievement levels. Not Proficient is below grade level. Level 3 is grade level proficient. Levels 4 and 5 indicate students are on track for career-and-college readiness. For the 2020-21 school year, grade 3 reading was reported using five achievement levels and is not included. To access the grade 3 reading achievement level performance, go to the 2020-21 School Assessment and Other Indicator spreadsheet and select the EOG Reading \(Grade 3\) tab.](#)

Math Performance

	Not Proficient	Level 3	Level 4	Level 5
Caswell County Schools	77%	14%	8%	<5%
State of North Carolina	60%	16%	18%	6%

Reading Performance

	Not Proficient	Level 3	Level 4	Level 5
Caswell County Schools	64%	17%	16%	<5%
State of North Carolina	54%	18%	20%	8%

Science Performance

	Not Proficient	Level 3	Level 4	Level 5
Caswell County Schools	46%	12%	35%	7%
State of North Carolina	38%	10%	37%	15%

Biology Performance

	Not Proficient	Level 3	Level 4	Level 5
Caswell County Schools	81%	6%	13%	<5%
State of North Carolina	54%	7%	28%	10%

English II Performance

	Not Proficient	Level 3	Level 4	Level 5
Caswell County Schools	56%	20%	22%	<5%
State of North Carolina	42%	24%	29%	6%

NC Math 1 Performance

	Not Proficient	Level 3	Level 4	Level 5
Caswell County Schools	93%	7%	<5%	<5%
State of North Carolina	75%	19%	6%	<5%

NC Math 3 Performance

	Not Proficient	Level 3	Level 4	Level 5
Caswell County Schools	74%	19%	7%	<5%
State of North Carolina	55%	20%	17%	8%

<https://ncreports.ondemand.sas.com/src/district?district=170LEA&year=2021&lng=en>