

**ORANGE COUNTY BOARD OF COMMISSIONERS  
CHAPEL HILL-CARRBORO BOARD OF EDUCATION  
ORANGE COUNTY BOARD OF EDUCATION**

BOCC/Boards of Education Virtual Joint Meeting  
February 22, 2022  
Meeting – 7:00pm

Due to current public health concerns, the Board of Commissioners is conducting a Virtual Joint Meeting on February 22, 2022 utilizing Zoom. Members of the Board of County Commissioners and Boards of Education will be participating in the meeting remotely. As in prior meetings, members of the public will be able to view and listen to the meeting via live streaming video at [orangecountync.gov/967/Meeting-Videos](http://orangecountync.gov/967/Meeting-Videos) and on Orange County Gov-TV on channels 1301 or 97.6 (Spectrum Cable).

Welcome, Introductions/BOCC Roll Call, and Opening Remarks –  
Chair Renee Price, Chair Deon Temne, and Chair Carrie Doyle

1. District Proposals for Behavioral Health and Achievement Gap Initiatives
  - a. OCS – Superintendent, Dr. Monique Felder and Chief Financial Officer, Rhonda Rath (See Attachment A for spending plan)
  - b. CHCCS – Superintendent, Dr. Nyah Hamlett and Chief Financial Officer, Jonathan Scott (See Attachment B for spending plan and presentation)
  
2. District Updates
  - a. OCS – Superintendent, Dr. Monique Felder
    - i. Masking
    - ii. Mental Health Supports
    - iii. Teacher retention & recruitment
    - iv. School Safety
    - v. Equity Audit/Strategic Plan Development
  - b. CHCCS – Superintendent, Dr. Nyah Hamlett
    - i. Masking
    - ii. Mental Health Supports
    - iii. Teacher retention & recruitment
    - iv. School Safety
    - v. Equity Audit/Strategic Plan Development
  
3. County Updates – Deputy County Manager, Travis Myren
  - a. Broadband
  - b. Affordable Housing

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**ORANGE COUNTY  
BOARD OF COMMISSIONERS**

**ACTION AGENDA ITEM ABSTRACT**

**Meeting Date:** February 22, 2022

**SUBJECT:** Joint Meeting – Board of County Commissioners, Chapel Hill-Carrboro City Schools Board of Education and Orange County Schools Board of Education

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**DEPARTMENT:** County Manager/Finance and Administrative Services

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**ATTACHMENT(S):**

Attachment A – Orange County Schools  
Mental Health and  
Achievement Grant  
Spending Plan

Attachment B – Chapel Hill Carrboro City  
Schools Mental Health  
and Achievement Grant  
Spending Plan and  
Presentation

**INFORMATION CONTACT:**

Bonnie Hammersley, 919-245-2300  
Travis Myren, 919-245-2308  
Dr. Nyah Hamlett, 919-967-8211  
Dr. Monique Felder, 919-732-8126  
Gary Donaldson, 919-245-2453  
Rebecca Crawford, 919-245-2152

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**PURPOSE:** To discuss the various School related issues that are of interest to the Board of County Commissioners, Chapel Hill-Carrboro City Schools (CHCCS) Board of Education and Orange County Schools (OCS) Board of Education.

**BACKGROUND:** The County/Schools Collaboration Work Group established the agenda items for this Joint meeting. Both School systems have provided attachments for the first agenda item. The appropriate page numbers and/or attachment numbers are referenced in that agenda item.

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**1. District Proposals for Behavioral Health and Achievement Gap Initiatives**

- a. OCS – Superintendent, Dr. Monique Felder and Chief Financial Officer, Rhonda Rath (See Attachment A for spending plan)
- b. CHCCS – Superintendent, Dr. Nyah Hamlett and Chief Financial Officer, Jonathan Scott (See Attachment B for spending plan and presentation)

**2. District Updates**

- a. OCS – Superintendent, Dr. Monique Felder
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### **3. County Updates – Deputy County Manager, Travis Myren**

- a. Broadband
- b. Affordable Housing

**FINANCIAL IMPACT:** There is no financial impact tied directly to the discussion at this work session.

**SOCIAL JUSTICE IMPACT:** The following Orange County Social Justice Goal is applicable to this agenda item:

- **GOAL: ENABLE FULL CIVIC PARTICIPATION**  
Ensure that Orange County residents are able to engage government through voting and volunteering by eliminating disparities in participation and barriers to participation.
- **GOAL: FOSTER A COMMUNITY CULTURE THAT REJECTS OPPRESSION AND INEQUITY**  
The fair treatment and meaningful involvement of all people regardless of race or color; religious or philosophical beliefs; sex, gender or sexual orientation; national origin or ethnic background; age; military service; disability; and familial, residential or economic status.
- **GOAL: ENSURE ECONOMIC SELF-SUFFICIENCY**  
The creation and preservation of infrastructure, policies, programs and funding necessary for residents to provide shelter, food, clothing and medical care for themselves and their dependents.
- **GOAL: CREATE A SAFE COMMUNITY**  
The reduction of risks from vehicle/traffic accidents, childhood and senior injuries, gang activity, substance abuse and domestic violence.

**ENVIRONMENTAL IMPACT:** There are no Orange County Environmental Responsibility Goal impacts associated with these agenda items.

**RECOMMENDATION(S):** The Manager recommends that the Boards discuss the issues noted and provide direction to staff, as appropriate.

**ITEM : III.J. Additional Local Revenue Plan****Date**

2/7/2022

**Action Item (Yes / No)**

YES

**Subject**

Additional Local Revenue Plan

**Staff Contact**

Rhonda Rath, Chief Finance Officer

Dr. Monique Felder, Superintendent

**Goals**

Goal V-Orange County Schools will be the first choice for families . . .through the accountable, equitable and transparent management of human and financial resources.

**Purpose**

To obtain Board approval for a recommended spending plan of the additional online sales tax revenue committed to Orange County Schools from the Board of County Commissioners.

**Background**

The Board of County Commissioners recently adopted the following resolution:

WHEREAS; School Districts throughout the United States have been challenged with ensuring that students are provided appropriate resources to address both Mental Health and Student Achievement Gaps that has been exacerbated during the COVID-19 pandemic;

WHEREAS; in recognition of these issues, the Orange County Board of County Commissioners (BOCC) approved \$1,500,000 in additional funding for both School Districts to support Mental Health and Student Achievement Gap initiatives;

WHEREAS; the County used the October 2021 Average Daily Membership (ADM) figures from the North Carolina Department of Public Instruction (NCDPI) which represented the most updated data which resulted in an ADM percentage of 42.1% for Orange County Schools (OCS) amounting to \$631,500 and an ADM percentage of 57.9% for Chapel Hill-Carrboro City Schools (CHCCS) amounting to \$868,500;

WHEREAS; the BOCC has requested that both School Boards approve a Spending Plan and Performance Metrics and present this information back to the BOCC at a business meeting;

WHEREAS; the BOCC did not set any target dollar allocations on how much each School Board should appropriate for either Mental Health or Student Achievement;

WHEREAS; the BOCC desired that OCS spend their FY 2021-22 Mental Health and/or Student Achievement amounts by June 30, 2022 and not have any amount revert to fund balance;

WHEREAS; OCS will provide a FY 2021-22 Spending Plan and Performance Metrics report to the BOCC;

NOW THEREFORE BE IT RESOLVED;

OCS will provide a Spending Plan which includes Key Performance Indicators and Program Description.

**MAIN POINTS:**

Request to leverage the \$631,500 in additional local funding to address findings in the district's recent salary study for Classified staff and principals.

Classified staff are employees of a school, district, or county office of education who are in a position not requiring certification. Classified staff include paraprofessionals, office/clerical staff, as well as other classified staff, such as custodians, business managers and Teaching Assistants and are all valued employees who are essential to the effective operation of the school district. For example, in a recent article published on the Brown Center Chalkboard, "Teacher Assistants are needed-now more than ever" by Ladd, Hemelt and Clifton. It was noted that "TAs in the

state’s elementary schools had positive effects on student test scores in both reading and math—with the largest, most consistent, and most robust effects in reading.”

Additionally, Senior Research Associate, Xianxuan Xu, Ph D. noted in “Principal’s Impact on Student Achievement” that research confirms an effective principal is the key to a successful school and that a highly effective principal is equivalent to raising the achievement of a typical student by two or more months of extra learning in a single school year.” Principals are also critical to recruiting and retaining highly qualified teachers and staff. “Great principals lead effective schools. Under the leadership of a great principal, teachers thrive, students engage with core content and school administrative functions run smoothly” (ASCD, 2021).

As a result, it would be recommended that the full \$631,500 be dedicated to implementing enhanced compensation for our staff as noted in the salary study conducted by the HIL Group, LLC.

**Financial Impact**

\$631,500 in additional local funding will be leveraged to address findings in the district’s recent salary study for Classified staff and principals.

The district will utilize Teacher Turnover data and personnel vacancy reporting as a Key Performance Indicator as required by the Commissioners.

**Recommendation for Action/Next Steps**

It is recommended that the Board approve the use of the additional \$631,500 to address findings in the district’s recent salary study.



**Subject: CHCCS Spending Plan for the Orange County Mental Health and Achievement Grant**

**Attachment(s): [Slide Deck](#)**

**PURPOSE: To provide the Board of County Commissioners with a proposal for approval of the CHCCS Spending Plan for the Orange County Mental Health and Achievement Grant.**

**BACKGROUND:**

Our district continues to recognize the many challenges faced by students, staff, and families when we returned to school for the 2021-2022 academic school year. While everyone has been uniquely impacted by the pandemic, many of our students and staff share a common impact on their social, emotional, and behavioral well-being. With over 19 months into the COVID-19 pandemic, it is particularly important to acknowledge the impact this national crisis has had on the overall mental health of us all, but most importantly our students. Prior to the pandemic, nearly one in five North Carolina students had at least one emotional, behavioral or developmental disability (Splett, 2014). Without a doubt, the emotional and mental health concerns of our students have only been exacerbated as a result of the pandemic along with academic concerns they have experienced this school year. For many of our students, our schools are the only place they receive access to academic, social and mental health support.

Mental health is important at every stage of development in our lives from early childhood, adolescence and adulthood. As we focus on the development of mental health in our students, our schools focus on three priority areas: social (how we relate to others), emotional (how do we feel) and behavioral (how do we act), all which contribute to our overall well-being. As some of our students struggle with the development of skills in these areas, mental health challenges contribute to their inability to achieve success in our schools which will inevitably impact their success in life. Our efforts to improve the outcomes for our students must go beyond the focus on academic instruction to include providing them with a strong foundation of social, emotional and behavioral development to leverage their academic success.

**Current Status of Social and Emotional Learning, Mental Health Needs and Supports**

Throughout this school year, CHCCS has used a variety of assessments to understand our current status of student needs and our district's ability to provide appropriate support. Bulleted below are some of our findings:

- 2021- 2022 Budgetary request from elementary and middle school principals indicated a need for additional funding in social and emotional learning. Schools highlighted the need for additional support to address mental health needs of students after experiences of social isolation for over a year.

- Based on the needs assessment presented to the Board of Education in July of 2021 regarding on the state required Social and Emotional Learning and Mental Health Improvement Plan, secondary schools lack a core instructional framework for social and emotional learning, all schools need more professional learning in effective implementation of Multi-tiered Systems of Support, and consideration should be given for expansion of mental health supports at the elementary and middle school level.

- Based on student results in grades 4-12 from the Fall 2021 administration of the SEL Universal Screener, there is a significant decline in favorable responses of students feeling safe and connected to schools. School safety favorable perceptions declined 10 percentage points (83% to 73%) in elementary schools and 12 percentage points (76% to 64%) in secondary schools. Based on teacher-student relationships, favorable responses decreased (86% to 83%) in elementary schools and 7 percentage points (70% to 63%) in secondary schools. Overall favorable perceptions regarding school climate declined 7 percentage points (76% to 69%) for elementary schools and 8 percentage points (60% - 52%) in secondary schools.

- A recent assessment of our social and emotional learning programming across the district conducted in November 2021 by CASEL (Collaborative for Academic, Social and Emotional Learning) noted the following existing barriers and recommendations based on critical components for systemic SEL implementation:

- **Build Foundations Support and Plan**

**Barrier:** While there is support for social and emotional learning in the central office, there is no common definition of SEL districtwide.

**Recommendations:** Create a district SEL department to oversee this work and carry it forward; Create a vision and shared definition of SEL; Communicate the vision and definition with staff/stakeholders; Create an implementation plan including an evaluation component.

- **Strengthen Adult SEL Competencies and Capacity**

**Barrier:** Teachers are experiencing fatigue and feel they do not have support from the central office to fully implement SEL.

**Recommendation:** Provide SEL foundation learning for all staff through professional learning; Plan and implement ongoing professional learning sessions differentiated by need/role; Continue to offer SEL foundational professional learning for new staff; Build upon SEL professional learning to empower deeper adult reflection and engagement.

- **Promote SEL for Students**

**Barriers:** There have been many disparities in disciplinary practices for students across the district; SEL instruction is inconsistent and taught mostly by student support staff rather than teachers; There is a need for more parent engagement and specifically how this work reflects the district's commitment to equity; There is a perception of a lack of support around mental health.

**Recommendations:** Assess current SEL curriculum and explore other options; Examine how to ensure high schools can offer effective SEL instruction, Expand SEL instruction to teachers; Develop outreach and engagement strategies for families and community members that reflect a full range of student demographic; Work with Instructional Services to integrate SEL into academic core instruction; Deepen implementation of explicit SEL instruction through supported curriculum and other strategies.

- **Reflect on Data for Continuous Improvement**

**Barrier:** The district has not fully integrated the Assessment and Research Division into the evaluation of SEL.

**Recommendation:** Engage the Assessment and Research department in the development of SEL Implementation; Identify and leverage existing data that can help monitor progress toward goals; Incorporate schoolwide SEL and systemwide walkthrough tool; Collect, reflect and analyze data to ensure progress is being made; Communicate and share findings with stakeholders; Establish continuous improvement plans at the school and district level.

### **Budget Recommendations**

The district has an opportunity to address many critical areas reflected in the current status of student needs and our district's ability to provide appropriate support through the additional funding provided by the Orange County Board of County Commissioners. This funding has been provided to support the mental health and wellbeing of our students. Given the fact that we know not all student needs are the same, we have used the current status assessment along with student performance data (attendance, discipline, and academics) to prioritize mental health supports needed for our district. When we think about the implications for our students and their mental well-being, it is vital that we focus our efforts on strengthening the core practices of social and emotional learning, but given this past two years and its impact on student learning and well-being, we must plan for a continuum of services to include tier II targeted supports.

During the 2021-2022 budget report, we discussed the need for additional support in high schools to create safe and inclusive learning environments through the implementation of the additional student support positions. These positions will help our high schools build their SEL programming with intentional emphasis on supporting students in developing social and academic efficacy within the teaching and learning experiences in their core classes. These positions will also support increasing teacher and staff capacity of applying an integrated approach to social and emotional learning to include effective strategies such as Restorative Practices. Research indicates that Restorative Practices is an evidence based strategy that when used appropriately and consistently, can improve teacher to student and

student to student relationships. Additional priorities for this position would include offering direct skill building experiences to students in the areas of executive functioning skills, de-escalation, and problem solving. The estimated cost of implementing three Social and Emotional Learning Specialists totals \$240,000.

Three years ago, the Board approved adding four mental health specialists, one for each high school, to address the mental health needs of our students. This addition was driven by the need to offer a continuum of services in advancing school-based mental health awareness, quality prevention, intervention, and other supports provided to students, staff and families. During the pandemic, mental health specialists were able to offer additional counseling sessions to students to address needs varying from dealing with acute stress and trauma to increasing executive functioning skills. Mental Health Specialists provide clinical and practical knowledge in the areas of Cognitive Behavior Therapy (CBT), Dialectical Behavior Therapy (DBT), Individual, Group, and Family Modalities and Mindfulness, all of which offer tiers II and III supports for our students. Data collected this school year indicates that elementary and middle school students could benefit from consideration of increased school-based mental health staff. The estimated total cost of implementing a part time mental health specialist at each elementary and middle school would be \$560,000 in salaries and benefits for the 7 positions.

In total, this estimated budget request item includes 10 positions to expand the District's SEL and Mental Health services. The three SEL Specialists at an estimated cost \$240,000, and the 7 Mental Health Specialists at the elementary and middle school levels will cost \$560,000. The estimated total cost for these positions will be \$800,000. Remaining funding of \$68,500 will be used for professional learning, curriculum development, and program evaluation.

### **Key Performance Indicators**

Key performance indicators are critical to measuring progress toward intended results. CHCCS Assessment and Research department will lead the work in this area to ensure we have evidence of progress towards addressing the needs of students. Key indicators will be used to inform decision making and performance change over time, and to track the overall effectiveness of the listed mental health supports on student success. Key performance indicators to be measured over time include:

- SEL Universal Screener Student Surveys
- Service Access and Delivery Measures by Student Groups
- Measure of student referrals for specific infractions to be determined by Assessment and Research Department
- Strength and Difficulties Questionnaire or a similar instrument

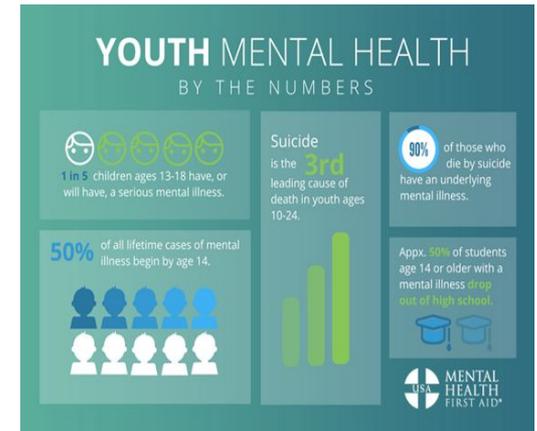


February 22, 2022

**Recommended Spending Plan for Orange County  
Mental Health and Achievement Grant**  
Board of County Commissioners Meeting

# Grant Overview

- Since **COVID - 19**, school districts across the country have been challenged with providing supports to address **mental health needs and achievement gaps.**
- The **2021-22 Chapel Hill Board of Education's Approved Budget Request** presented to the Orange County BOCC contains an **expansion** budget request of **\$1 million** for additional resources to address the **Mental Health and Social Emotional Learning Supports.**
- In **October of 2021**, **BOCC** provides additional funding for both School Districts to support **Mental Health and Student Achievement Gap initiatives.** Based on ADM provided by NCDPI, CHCCS was awarded **\$868,000.**



# Current Assessment of Needs and Support

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- 2021 - 2022 Budgetary Request from Elementary and Middle School Principals
- Required Social and Emotional Learning/Mental Health Improvement Plan
- Fall 2021 Social Emotional Learning Student Universal Screener
- CASEL Social and Emotional Learning Readiness Engagement Analysis

# Required Social and Emotional Learning/Mental Health Improvement Plan Component

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- Assessment of Mental Health(MH) and Social and Emotional Learning (SEL) Prevention Strength and Needs
- Description of existing Mental Health and SEL Initiatives
- Preparation for new training requirements
- Plan alignment with existing academic objectives
- Mental Health and SEL program evaluation and policy/practice review
- Student re-entry, case management and safety planning

Information presented at the July 2021 CHCCS Board of Education Meeting

# MH/SEL Plan Implementation Progress

IN PLACE	IN PROGRESS	OPPORTUNITIES
<ul style="list-style-type: none"> <li>• Panorama SEL Universal Screener</li> <li>• Second Step SEL Curriculum Grades K-8, SPARCS Grades 6-12</li> </ul>	<ul style="list-style-type: none"> <li>• Social Emotional Learning Program Engagement Analysis – Fall 2021</li> </ul>	<ul style="list-style-type: none"> <li>• Selection of SEL curriculum/framework for secondary schools</li> </ul>
<ul style="list-style-type: none"> <li>• School based Co-located Mental Health Services , Referral Process</li> <li>• Existing Trainings – Youth Mental Health First Aid, Crisis Prevention, Community Resiliency Model</li> </ul>	<ul style="list-style-type: none"> <li>• Training all staff in the required six (6) hours of SEL/Mental Health - 2021/2022 School Year</li> <li>• Integration of Equity Centered Classroom Strategies – Launched 2020 -21 School Year</li> </ul>	<ul style="list-style-type: none"> <li>• Plan alignment with existing academic objectives</li> <li>• Program review of current co-located mental health services</li> </ul>
<ul style="list-style-type: none"> <li>• Mental Health Specialists in all high schools, Multi-tiered System of Support (MTSS) Teams, Mental Health/SEL Task force</li> </ul>	<ul style="list-style-type: none"> <li>• Selection of Progress Monitoring tool for academic progress, threat assessment tool – Fall 2021</li> <li>• Community Engagement in mental health/ SEL practices – Launched 2020-21 School Year</li> </ul>	<ul style="list-style-type: none"> <li>• Continued development of effective implementation of MTSS teams</li> <li>• Expansion of mental health supports at elementary and middle school levels</li> </ul>

# Social and Emotional Learning Universal Screener

## Comparison Results - Spr 2021 to Fall 2021

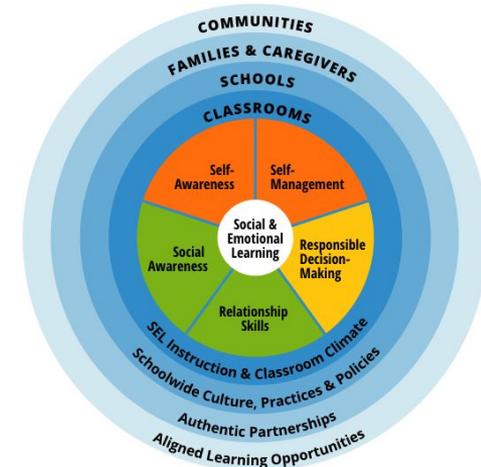
- School safety favorable perceptions declined 10 percentage points (83% to 73%) in elementary schools and 12 percentage points (76% to 64%) in secondary schools.
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# CASEL - Social and Emotional Readiness Engagement Assessment (SELREA)

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## Critical Components of Systemic SEL Implementation

- Build Foundations Support and Plan
- Strengthen Adult SEL
- Promote SEL for Students
- Reflect on Data for Continuous Improvement



Source: CASEL.org

There is no common definition of SEL districtwide.

Teacher feel they do not have support from the central office to fully implement SEL.

SEL instruction is inconsistent - needs to be expanded to teachers and integrated into academic instruction; There is a need for a community engagement component

SEL needs to be integrated into Assessment and Research

## BARRIERS

Create a district SEL department to oversee the work and carry it forward

Provide SEL foundational learning for all staff and professional development based on need/role; Empower deeper adult reflection and engagement

Provide more parent engagement, Explore current SEL curriculum to ensure high schools can offer effective instruction

Leverage data to monitor progress towards goals

## RECOMMENDATIONS

# Recommendations

## *Advancing SEL and Mental Health Services as a Lever for Creating Equity and Excellence*

### **Mental Health Specialists (7)**

*Continue services in advancing school-based mental health awareness, quality prevention, intervention, and other supports provided to students, staff and families*

### **SEL Specialists (3)**

*Support students in the development of social and academic efficacy through direct skill building of executive functioning, problem solving, restorative practices, and de-escalation*

### **Additional Supports**

- Professional learning*
- Curriculum development*
- Program Evaluation*

# Key Performance Indicators

- SEL Universal Screener Student Surveys
- Service Access and Delivery Measures by Student Groups
- Measure of student referrals for specific infractions to be determined by Assessment and Research Department
- Strength and Difficulties Questionnaire or a similar instrument