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**North Texas Regional P-16 Council Meeting Minutes
February 19, 2019 9:00 am – 12:00 pm**

**Garland ISD
Harris Hill Administration Building
501 S. Jupiter Road
Garland, TX 75042-7108**

ATTENDEES

Members present: Brenda Barajas-Koch, Sandra Benavidez, Kelree Brasseaux, Pamela Brown, V. Barbara Bush, Elizabeth Caudill, Paula Cavender, Ray de los Santos, Annette Duvall, Tiffany Gilmore, Mary Harris, Christine Hubbard, Jason Hudson, Jean Keller, Barbara Lerner, Karrabi Malin, Raul Martinez, Anna Mays, Cornelia McCowan, Jeffrey Miller, Bobby Morris, Amanda Nickerson, Lawrencina Oramalu, Theresa Paschall, Anita Perry, Patsy Robles-Goodwin, Rosalyn Walker.

Invited Guests: Tara Bollinger, Inspire School Programs; Kishalan Ford, Garland ISD; Kevin Kerr, Dallas ISD; Kimberly Manns, Commit Partnership; Beatris Martinez, Garland ISD; Monica Paul, Wylie ISD; Caryn Sawlis, ESC Region 10; Rhonda Vincent, Momentous Institute.

A. Greetings, Introductions and Refreshments

Jeffrey Miller welcomed everyone to Garland ISD. Jean Keller expressed thanks to Jeffrey and Garland ISD for hosting the meeting and providing wonderful refreshments.

B. Approval of December 4, 2018 Council Meeting Minutes

The minutes were reviewed; Christine Hubbard moved approval, seconded by V. Barbara Bush. The minutes were approved as presented.

C. Regional Data – V. Barbara Bush

Barbara raised the issue of supplementing the Gap Analysis Report with information about the social and emotional health of students in the region. She suggested possible indicators may include:

- Poverty rates
- Incarceration rates
- Substance abuse rates
- Juvenile delinquency rates

- Mental health treatment rates

Ray de los Santos suggested that permanent residence and citizenship status also be included. Anna Mays suggested inclusion of financial wellness and homelessness. She said that the Texas Pathways provide a picture of community college students based on national data.

D. Panel Topic – Social and Emotional Learning

The panelists were introduced by Jeffrey Miller and Sandra Benavidez.

- Caryn Sawlis, Ph.D., Consultant, Special Populations, ESC Region 10.
- Rhonda Vincent, Ph.D., Director of Educational Training, Momentous Institute.
- Kimberly Manns, Managing Director, Early Matters Dallas, Commit Partnership;
- Beatris Martinez, Administration Principal, Classical Center at Vial Elementary School, Garland ISD;
- Kevin Kerr, Professional Development Manager for Student Engagement, Dallas ISD;
- Tara Bollinger, Founder and Director, Inspire School Programs;
- Kishalan Ford, Social Worker, Garland ISD;

Questions asked of the panelists are presented here with some of the responses. Panel video may be viewed at <https://www.youtube.com/watch?v=3EjKgPnyyBc&feature=youtu.be>.

Define social emotional learning and describe your role in supporting this critical topic.

- Social and emotional learning is what adults do naturally. It is not a program. It is about connecting to students, honing intrapersonal and interpersonal intelligences, communicating with kids and getting to know their stories.
- Social and emotional health is not a behavior management program. It is the ability to understand and manage your emotions, your reactions, and your relationships.
- It is acknowledging there is *a child*. It is more than a 4.0 GPA; it is more than learning. It is equipping students with the skills and abilities to be successful: being able to communicate, to get their thoughts across, and to learn coping skills.
- It is the process by which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
- It is knowing yourself, knowing others, accepting others, and maintaining good relationships. It is not just for students, but for adults as well. It is about being intentional and teaching knowledge and skills.
- Panelists described their roles in direct work with students, curriculum development, and developing social and emotional health of staff.

What are strategies that have been implemented for the social and emotional learning of the staff?

- Region 10 has established the Trauma Summit to support teachers and educators in developing self-awareness and self-care skills to meet the needs of their students.
- Teachers and educators learn to make personal connections by first remembering adults who made important differences in their lives.
- Support groups for teachers and educators, such as book clubs that meet weekly to discuss books/authors, help them to relate to each other, to express emotions, to have a common language, and to learn how to support and work with one another.
- Personality assessments help in knowing how your personality may clash with a co-worker's and how best to work together.
- Weekly check-ins provide opportunities to discuss successes and challenges; giving and receiving feedback provides open dialogue/discussion.
- Mental health initiatives for staff offer weekly group meetings and one-on-one opportunities to talk freely about what they may be going through or have concerns about.
- Selfcare enables adults to support students and to be self-aware in traumatic situations.

How do you propose that principals support the SEL movement and implementation while maintaining and upholding rigorous academic instruction? What are first steps that will make the biggest impact?

- Connecting to students by building relationships and allowing students to tell their stories; Maslow before Bloom – self-actualization, esteem, love/belonging, safety, physiological growth!
- You cannot teach academics if you do not tend to the social and emotional health of the students. The brain must be calm before it can take in information. We must educate legislators that education is not just about test scores.
- Integrating SEL into the curriculum does not change what teachers are doing, but how. It maximizes instructional time. It assures that students build relationships with adults.
- SEL must be part of what we do, not separate from what we do!
- You must close the gap between the home and school environments. Home visits have been reinstated to maintain connections.

How can institutions create meaningful partnership opportunities and two-way communication that invite families to understand, experience, inform and support the social and emotional development of their students?

- Interconnected Systems Framework (ISF) has been implemented in schools. ISF is a structure and process to integrate Positive Behavioral Interventions and Supports and School Mental Health within school systems. The goal is to blend resources, training, systems, data, and practices to improve outcomes for all children and youth. There is an emphasis on prevention, early identification, and intervention around the social,

emotional, and behavioral needs of students. Family and community partner involvement is critical.

- Parents as partners are most important to students. You must start to work with the parents when the students are young, when parents are most likely to come to parent-teacher conferences. Allow the parents to initiate the conversation. Partner with parents in ways that connect them with their neighbors/other parents and how they communicate within the home.
- Family events, such as Bring your Parents to School Day, offer parents the full experience of what it is to be a student. As parents learn what is expected of their students, they feel informed and gain voices as partners.
- In Parent Teacher Home Visiting Program, teachers go into the homes of their students twice each year for relationship building. This helps with the power dynamic. Teachers get to know the parents and the challenges they face, which makes the parents feel more comfortable and provides more context for foundational relationships. This has led to increased student attendance and parent involvement.
- Parents are intimidated by coming to school. They immediately think their child is in trouble. Being intentional about building relationships, implementing home visits, and providing/communicating resources helps to increase parent involvement.
- The impact of parental support and involvement directly and indirectly affects students' progress.
- It is important to build relationships with parents. Parent Night offers topics of discussion and allows parents to vent, compliment, or voice concerns. The PTA format is not the most effective for building SEL.

As students transition from high school into college, career or the military, what advice or recommendations do you propose for these institutions to support young adults and their social emotional needs?

- We must connect with the students even at the college level. Build crosswalks within the districts of the colleges.
- Do not assume that someone with an adult body has an adult brain. Mentoring programs and having the same mentor for several years are very important to help students navigate. Integrating the social and emotional health component into orientation matters, whether it is college/university, military or career.
- Create a partnership with colleges and communities so that students can put social and emotional learning skills into place in the real world.
- A big challenge for some students' staying in school is accessibility and affordable childcare.
- We need to be intentional at the post-secondary level about having conversations/community circles where students can ask questions and hear other student perspectives.
- College/University internships are win-win opportunities for students to give back as they are involved with peers or with younger students.
- Establishing SEL suites at the college level would be beneficial to students.

E. Discussion, Reflections, and Actions

Christine led group discussion to follow the presentation by the panel.

- Anna described a wellness survey completed at the community college and university levels as a measure related to the marketable skills dimension of the 60x30TX goals with focus on skills such as communication and problem-solving. She said findings included that 60% of students in DCCCD were food insecure and 50% were paying rent.
- Barbara Lerner observed that people have uninformed/preconceived notions that SEL is “soft,” confusing sympathy with empathy. How do we turn this around? Are there different responses from male and female teachers? Kevin observed that once teachers know and understand the emotional trauma students experience, they become likely to want to know they have made a difference in the students’ lives. He did not see a difference between male and female teachers in their response to SEL training and cited his experience in a male school.
- Beatris described how her school supports students and prepares them for college or the real world by giving them a platform. For example, 5th graders were required to create a vision statement and a presidential platform for 2044. In a public setting, the students put their strategies and skills into play by approaching adults, shaking hands, and making eye contact. After their initial approach, they were given warm and cold feedback on their actions and were able to feel more comfortable as they continued to develop their platforms.
- Theresa Paschall observed that much is left to chance in college counseling. Pamela Brown agreed that SEL needs to be mandatory, sequential and embedded. Raul Martinez pointed out that dual credit can help with the transition from high school to college in SEL as well as in academics. Bobby Morris pointed out that this sort of transition is helpful from the high school as well as the college side. Ray pointed out the value of the TRIO programs in supporting the transition from high school to college. Barbara Lerner suggested that community college transfers have stronger SEL preparation than those who enter the university as first year students.

F. Updates and Information Sharing

1. 60X30TX – Christine Hubbard & Barbara Lerner

The Metroplex Region was one of the two regions selected for presentation of their work to the Texas Higher Education Coordinating Board. Rosemary Haggett made the presentation. The Metroplex approach to the completion goals has been adopted by the state. There will be another set of regional meetings in April and a P-16 professional development meeting in Austin on June 24, with new deliverables due in August that will attend to marketable skills in the form of course-level statements of what students will know and be able to do.

Mary Harris and Pamela Brown shared the progress of regional work to adopt common ELA and mathematics College Preparatory Courses and MOUs across Regions 10 and 11 to facilitate student transfer within the region. Region 9 has also expressed interest in joining. High level endorsement of the plan has come from the ESC regions and the NTCCC presidents. Details of curriculum, instruction, and assessment are currently being explored.

2. GenTX – Anita Perry reported no new information concerning GenTX Day 2019.
3. Legislative Issues - Anna is sharing reports from Isaac Faz with Council members. Among the issues of interest are SEL, student transfer, dual credit, teacher certification with attention to testing and video models, school funding with attention to property tax offset, school funding, and teacher pay.
4. The following upcoming events were shared
 - February 27: Region 10 College, Career, and Military Readiness Conference: Connecting the Dots, Mindset Matters. P-16 Council members will be admitted at the member price.
 - March 1: NTCCC, Early College High School and Dual Credit Conference, Taking the Duel Out of Dual Credit, ESC Region 11
 - March 29: NTCCC, Development Education Forum, NCTC Gainesville
 - April 6: North Texas Region P-16 Council TXRAN, Denton and Tarrant County Regional Alignment Network, Mathematics Symposium, NCTC Flower Mound.
5. The next P-16 Council meeting was announced for April 30 at Tarrant County College District, Trinity River Campus.

2018-2019 NTRP-16 Council Meeting Dates and Programs

9:00 AM – 12:00 PM

Date	Place	Host	Topics	Program Facilitator
April 30, 2019	TCCD Trinity River Campus	Rosalyn Walker	Advancing Careers as Educators in the Region	Kim Gilson ESC Region 10

G. Adjourn

Jean Keller adjourned the meeting with thanks to Jeffrey Miller and Garland ISD as hosts, to Jeffrey and Sandra Benavidez as program organizers, and to the panel of presenters.