



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

**EDUCATION**

Community Schools Advisory Committee (CSAC)

Wednesday, March 17, 2021

10 a.m. - 12 p.m.

Virtual Meeting

Draft Meeting Notes

1. Call to Order

- Chairperson John-Paul Hayworth called the meeting to order at 10:02 a.m.

2. Roll Call

- The following members were in attendance: Audrey Williams, DC Public Charter School Board (DCPSCB); John-Paul Hayworth, DC State Board of Education (SBOE); Natasha Herring, Department of Parks and Recreation (DPR); Carla Mike, District of Columbia Public Schools (DCPS); Megan Dho, Child and Family Services Agency (CFSA); Antoinette Mitchell, Office of the State Superintendent of Education (OSSE); Kim Bookard, Far Southeast Family Strengthening Collaborative, Inc.; Keith Gordon, Fight for Children; Sarah Elwell, Washington Teachers' Union (WTU); ); Jose Munoz, Coalition for Community Schools (CCS); Rustin Lewis, Communities In Schools of the Nation's Capital, Inc. (CIS); Kristine DuPree, Edgewood/Brookland Family Support Collaborative (E/BFSC); George Garcia, Latin American Youth Center (LAYC); and Gail Sullivan, Parent of Student
- Tiffany Wise, Department of Health (DOH) attended as a proxy for Kafui Doe (DOH).
- Meghan Sullivan of Behavioral Health (DBH) attended as a proxy for Erica Barnes (DBH).
- Erica Louison, United Way of the Nation's Capital, attended as a proxy for Dirk Butler, United Way of the Nation's Capital.
- The following OSSE staff were in attendance: Melissa Harper-Butler, and Whitney Meagher.
- The following guests were in attendance: Marisa Parrella (Mary's Center); Marybeth Mangas (Mary's Center); Brianna Melgar (Mary's Center) and Amanda Delabar (Tubman Elementary School)

3. Mayor's Office on Talent and Appointments (MOTA): Swearing-in of New Member

There were no new members to swear in at this time

4. Ascertainment of Quorum

- A quorum was present for the meeting in terms of membership with seven voting members present.
5. Adoption of the Minutes of the Jan. 27, 2021 meeting
    - Motion made by Mr. Munoz (CCS) and seconded by Mr. Gordon (Fight for Children) to adopt the meeting minutes from Jan. 27, 2021
  6. Grantee Highlight: Mary's Center Partnership Hearts and Minds at Tubman ES (30 minutes)
    - Marisa Parrella (Mary's Center, School Based Mental Health Director); Marybeth Mangas (Mary's Center, Grant Manager); Brianna Melgar (Mary's Center, Community School Coordinator) and Amanda Delabar (Tubman Elementary School, Principal) provided a presentation about Mary's Center Partnership Hearts and Minds community school program at Tubman ES.
    - The school is located in a diverse community that has a large number of new arrivals to the country, and a history of families feeling connected to the school. They spent a significant amount of time training staff on the impact of trauma and student achievement.
    - They then began to implement a social emotional learning program (PATHS) (<https://pathsprogram.com/>) with students during the school day. The program also has components that benefit school staff and parents and caregivers.
    - When answering questions from Committee members, Ms. Delabar (Tubman) mentioned that it seems that the emphasis on social emotional learning has given the school community tools to help deal with the impact of the public health emergency and other traumatic events over the past year.
    - The Committee discussed new federal funding streams that are being created to help schools respond to the impact of the public health emergency, and how sharing success stories of schools like Tubman could help others generate ideas for new programming at their schools, particularly the importance of social emotional learning for students and teachers.
    - Slide deck was made available for review during the meeting and attached.
  7. Goals Discussion
    - The Committee reviewed a letter that had been drafted and circulated prior to the meeting by Mr. Hayworth. The letter is intended to announce the goals that were adopted at the Jan. 27, 2021 meeting to Mayor Bowser.
    - Mr. Hayworth will incorporate the feedback and share the new draft by March 19, 2021. Committee members can continue to suggest edits until this time.
    - After reviewing the letter, Committee members are requested to include their name at the bottom as a sign of approval, by March 26. Mr. Hayworth will sign

the letter on behalf of the Committee, and send it to the Mayor once a quorum of voting members has signed the letter.

#### 8. Membership Update

- Ms. Harper-Butler is working with MOTA to fill two current vacancies on the Committee. Meghan Sullivan has been suggested as the representative to take the place of Erica Barnes (DBH), and Erica Louison has been suggested as the representative to take the place of Dirk Butler, who has left United Way of the Nation's Capital. Both were present for today's meeting. In the event the vetting/approval process is favorable, MOTA will be scheduled to swear in these potential new members at the May meeting.

#### 9. New Business

- Ms. Herring (DPR) shared that registration for in person summer camp will open on March 22, 2021 online at <https://dpr.dc.gov/service/summer-camps>. There will also be a virtual option for families that will open for registration on March 29, 2021 on the same site. The list of locations, including sites for students with special needs, is available on the registration site. Both camps will start on June 28, 2021. DPR is also hiring seasonal staff for the camps, who will be employed from June 21, 2020 to Aug. 20, 2021.
- Ms. Elwell shared that there will be a Community Schools panel at the annual Washington Teachers' Union Shared Vision Conference on March 20, 2021. Mr. Munoz will be on the panel along with two Connected Schools Coordinators and an educator in a community school. The conference theme is "Reimagining Education" and all education stakeholders are welcome. Register here: <https://forms.gle/5NqQJhvQAZBi6piF8>
- Mr. Munoz shared information about the 2021 National Family & Community Engagement Virtual Conference, which can be found at: <https://web.cvent.com/event/c69c15a5-5295-486d-8d50-08f782c44e4e/summary>
- Mr. Munoz also mentioned that the Coalition for Community Schools is advocating in Congress for passage of the Full Services Community Schools Expansion Act. They are calling for an increase in funding for community schools over the next five years, and holding President Biden to his commitment to enroll 300,000 more students in community schools.
- Mr. Gordon shared information about an initiative called "Feed the Fridge", which installs refrigerated units in public places around the District, including schools. Healthy meals are placed in the units for anyone to take without restriction. More information can be found at: <https://feedthefridge.org/>.

#### 10. Opportunity for Public Comment

- No public attendees.

#### 11. Adjournment

- Ms. Williams (PCSB) made a motion to adjourn the meeting and seconded by Mr. Munoz (CCS). The meeting was adjourned by Chairperson John-Paul Hayworth at 11:46 a.m.

The next meeting will be held virtually on Wednesday, May 19, 2021, 10 a.m.-12 p.m.

Questions/Comments? Please contact Melissa Harper-Butler at (202) 478-2409 or [Melissa.Harper-Butler@dc.gov](mailto:Melissa.Harper-Butler@dc.gov).

# Partnership Hearts & Minds Mary's Center & Harriet Tubman Elementary

Highlight - Community School SEL Programming  
March 17, 2021



# Agenda

## I. Partnership Hearts & Minds – Who We Are!

- *Introductions*
- *Mary's Center – Mission, Model, SBMH Program Practice*
- *Harriet Tubman Elementary – Snapshot of Columbia Heights & School Community*
- *Tubman as a Community School with Mary's Center—Vision & Program Areas*

## II. The Pea Under the Mattress – Trauma & Equity in our Community

## III. The Progression of Trauma Informed Education and SEL Programming at Tubman

# Mary's Center

## OUR MISSION

Building better futures through the delivery of **health care, education, and social services** by embracing our culturally diverse community and providing the highest quality care, regardless of ability to pay.

## OUR MODEL

Mary's Center's approach, informed by the Social Change Model, is based on the principle that treating individuals and families for their health problems alone is insufficient to help overcome the multiple life challenges they often face.

Instead, we look at all of the pressures in their lives and deliver **integrated health care, education, and social support** on their journey toward good health, stable families, and economic independence.





# School Based Mental Health (SBMH) Program

Created to decrease access barriers for youth and families to MH care by staffing MH providers on-site in school settings

Provide full episode of care with added opportunities for care coordination

Supplement and bolster – *not replace* – existing school mental health services

Partner schools are majority Medicaid-insured students

Program operates and self-sustains through Tier 3 Medicaid billing and limited grant support, but also supports and collaborates for Tier 1 and Tier 2 needs.

## School Partners 2020-2021

Bancroft Elementary

Barnard Elementary

Bridges PCS

Briya PCS

Bruce Monroe Elementary

Capitol City PCS, LS & MS

Cleveland Elementary

CHEC, Lincoln MS & Bell HS

Coolidge HS

DC Bilingual PCS ES

DC International PCS, MS & HS

EL Haynes MS & HS

Harriet Tubman Elementary

H.D. Cooke Elementary

KIPP Spring Academy

KIPP Promise Academy

KIPP Key MS

KIPP Northeast Academy

KIPP College Prep

MacFarland MS

Powell Elementary

Roosevelt HE

Truesdell Elementary



- Columbia Heights is known for its diversity. Historically, the neighborhood has had the largest Latino population in the city.
- In 1968, following the assassination of [Martin Luther King Jr.](#), protests ravaged the 14th St. Corridor in Columbia Heights.
- After, many middle-class residents moved to the suburbs, resulting in a drop in business, home and retail vacancies, which contributed to poverty and violence related to drugs increasing in the area.
- In 1970 Tubman Elementary was built, despite protests from many neighborhood residents.
- Columbia Heights remains a vibrant food and retail scene, which was bolstered by the addition of the metro to the area in 1999.
- In recent years, Columbia Heights was named one of the fastest gentrifying neighborhoods in the United States.

Painted by youth in the 2nd Nature Program of the neighborhood's [Latin American Youth Center](#), the mural features familiar scenes of the neighborhood: the Metro station, the fountain, the colorful row houses, the soccer field. Around the corner on Kenyon, another mural features portraits of Columbia Heights that finish the sentence "Columbia Heights is..."

## Columbia Heights: A Brief Timeline



# Tubman By the Numbers

## DC PUBLIC SCHOOL, TRADITIONAL PK-5TH GRADE

**560-580 STUDENTS**

47% Black/African American  
47% Hispanic/Latino  
3% White  
2% Mixed Race  
1% Asian



### STUDENTS FACING HOMELESSNESS



**15-25%**

Tubman is the in-boundary school for 2 low-income housing developments and 3 shelters

**97% FARMS**

Students receive breakfast, lunch, snack, and dinner (if in after-school) at school



**ELLs 49%**



And 60% of students speak a language other than English at home.





# Community School Mission & Vision

Harriet Tubman and Mary's Center's Hearts and Minds Partnership **mission** in becoming a community school is to **strengthen the relationship between the school, family, and community by nourishing our community from a holistic perspective.**

Our **vision** is to create **our school as a hub in the community**, where students are **achieving the highest level of academic, social and emotional success, families feel safe, supported, and empowered, and teachers feel nurtured and committed to walk with our students and families as we all evolve in becoming fulfilled and empowered community leaders.**



# HARRIET TUBMAN AS A COMMUNITY SCHOOL

Attendance



Medical, Dental, Social Service Access



Staff Wellness



Family Engagement



Student Engagement





# Pea Under the Mattress – Trauma & Equity in our Community



**Trauma is a common  
experience for many...**

**1 out of every 4 children  
attending school has been  
exposed to a traumatic event  
that can affect learning  
and/or behavior**

*—NCTSN Child Trauma Toolkit for Educators*



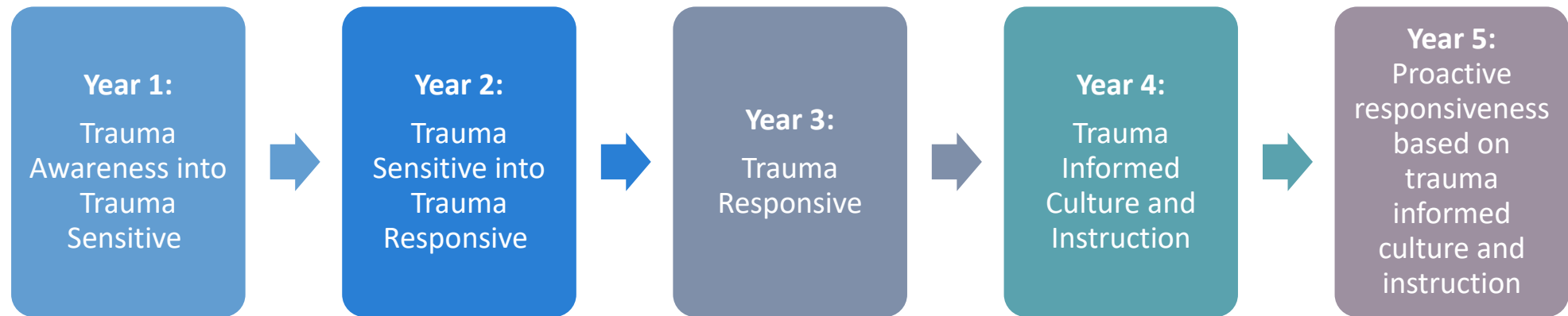
**“...the teacher is...often...the first person to listen to  
student problems, respond, and suggest ways of  
intervention and resolution.”**

*- Eirini Gouleta, Improving Teaching and Learning: A Counseling Curriculum Model for Teachers*

**For this reason,  
we want to  
support YOU!**

# Progression of SEL & Trauma Informed Initiatives at Tubman

- In 2016, Tubman began a **5-year work plan** with goals of improving school climate and student outcomes and strengthening community relations through a cultural shift focused on increasing trauma awareness
- Work plan included ***self-reflection, training, and development** of several school-wide strategies and practices that were informed by brain science and knowledge of the impact that trauma, stress, poverty and inequity has on child development.*
- One of the practices adopted to begin our shift was **PATHS®**! PATHS® ties together the trauma informed initiatives, with a reach to students, teachers, and community!





## Why PATHS®?

### 5 DISTINCT CATEGORIES OF SOCIAL EMOTIONAL LEARNING

- **Self Awareness** is the ability to understand and manage your own feelings and to know your strengths and weaknesses.
- **Self Management** is the ability to manage your behavior and impulses, to have integrity, and to act according to your values.
- **Social Awareness** is the ability to understand and have empathy for others.
- **Relationship Management** is knowing how to work with others and get along effectively.
- **Responsible Decision Making** is the ability to make good decisions and know how to problem solve effectively both alone and in groups.

<https://pathsprogram.com/what-is-sel>



# Community School Grant Award - Partnership Hearts & Minds is formed!

Year 3, 2018: Professional development for ALL staff, PATHS® materials purchased for ALL classrooms as a result of **CS Grant funds and Hearts & Minds Partnership development**

Year 4, 2019: **CS Grant funds** support consistent rollout of “Cool Down Zones” to include materials for all classrooms – this transforms all classrooms, allows SEL efforts to wrap around entire school

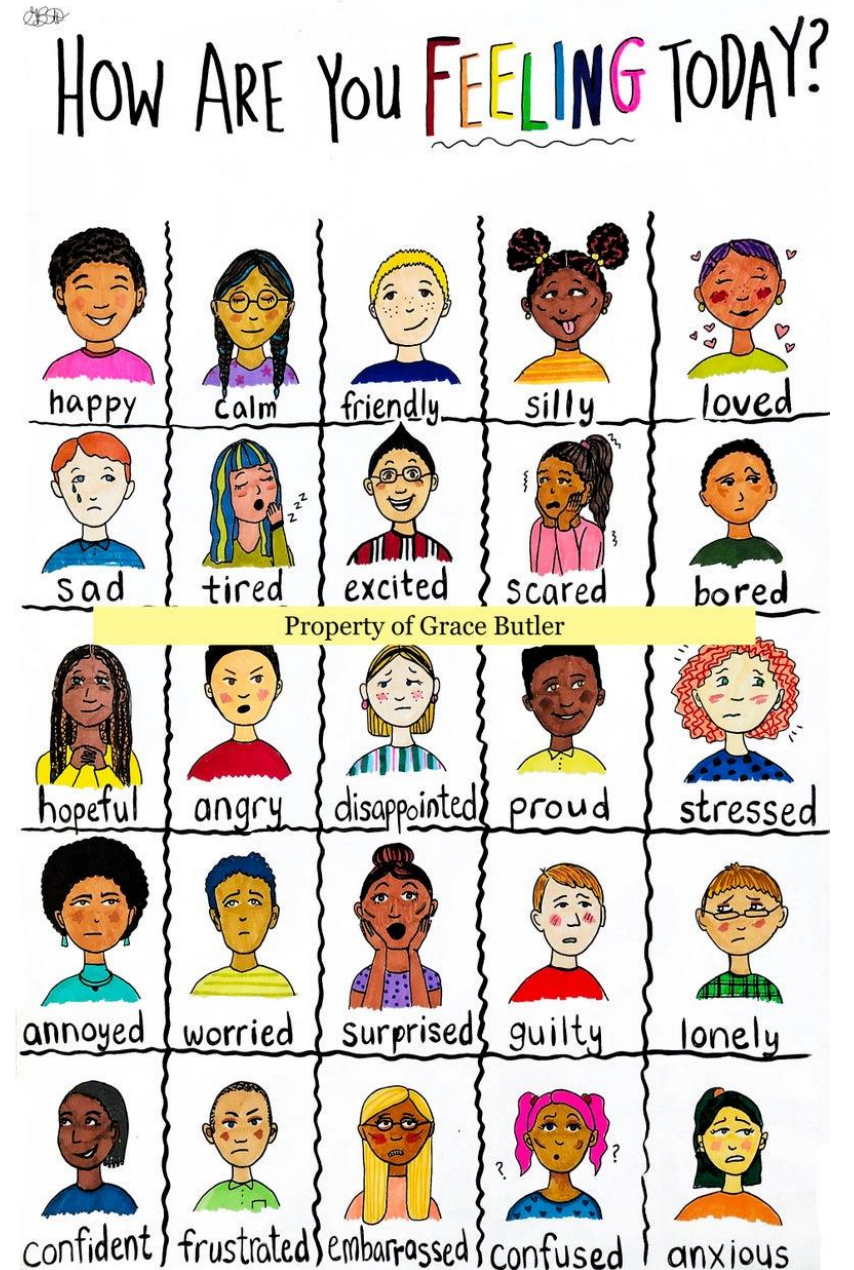
Year 5, 2020-present: Creative initiatives take off and develop to increase community & staff awareness of how our SEL work & wellness is intertwined as a result of **CS grant funding**

- 1) PATHS® for Parents
- 2) Morning Meditation
- 3) Tubman Toads Taking Care

# Overview of Community School Commitment to SEL & Community Wellness Initiatives

## PATHS® FOR PARENTS TUBMAN ELEMENTARY SCHOOL WHAT IS PATHS FOR PARENTS?

- New skills to support your children's wellbeing and behaviors at home
- How to improve the relationship between caregiver and children
- Anger management and calming strategies
- Ways to support you and your child in understanding and supporting their feelings
- Open to all parents and caregivers (like grandparents, aunts, uncles, foster parents) who want to learn new strategies to help improve the parent-child relationship, children's behaviors, and learn more about their children's emotional needs





# Morning Meditation







# Tubman Toads Taking Care

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## Toads Taking Care Topics

- Session 1 – Practicing Kindness for Ourselves
- Session 2 – Becoming Aware of our Senses
- Session 3 – Mindful Coloring with a Snack
- Session 4 – Checking in with Feelings
- Session 5 – Journaling
- Session 6 – Really Listening

## Session Format

- 5 minutes – Welcome and Check In
- 5 minutes – Settling Practice
- 30 minutes – CARE Skill or Mindful Activity
- 5 minutes – Closing Practice/Meditation



# Closing Takeaways!

Our commitment to building a trauma informed educational community was strengthened by the SEL Paths Program for students, with related interventions to support families and teachers with the goal of having the transformation be holistic.

*The Community School Grant and related initiatives continue to support us in achieving our mission and vision.*

## *Feedback from our Staff!*

*“PATHS has had a great impact on the Tubman school and community. At Tubman our students and teachers know that all feelings are okay and we have strategies to help us process our emotions and feelings. Often students are able to name calm down strategies (such as doing the turtle) or using colors to express what level of emotion they’re feeling. I think the greatest impact this program has had is allowing students to feel comfortable and confident in talking about their emotions in order to better process them throughout the school day.” –Teacher/Coach*



*“PATHS has changed our school. It has changed the way that teachers speak to children, and how children speak to children. Our teachers now speak to every child with love and empathy (even more so than before). Our children, especially the ones who received PATHS from kindergarten, are some of the most empathetic and caring children I've ever worked with. They are more in touch with their own feelings, the feelings of others, and even beyond that, they are better communicators. The language of "red, yellow, and green" has helped our children communicate what they're feeling and helped teachers better understand how to help a child through big feelings. I even use PATHS in my own life outside of school and with my family. I can recognize and name my own feelings better and that has made me a better teacher, wife, sister, daughter, and friend.” -*

# Thank you for your time!

## Any questions?

**Amanda Delabar**

Principal Tubman Elementary School

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