

BELONGING & WELLBEING IN EDUCATION: NORTH CAROLINA SHOWCASE

Sponsored By:



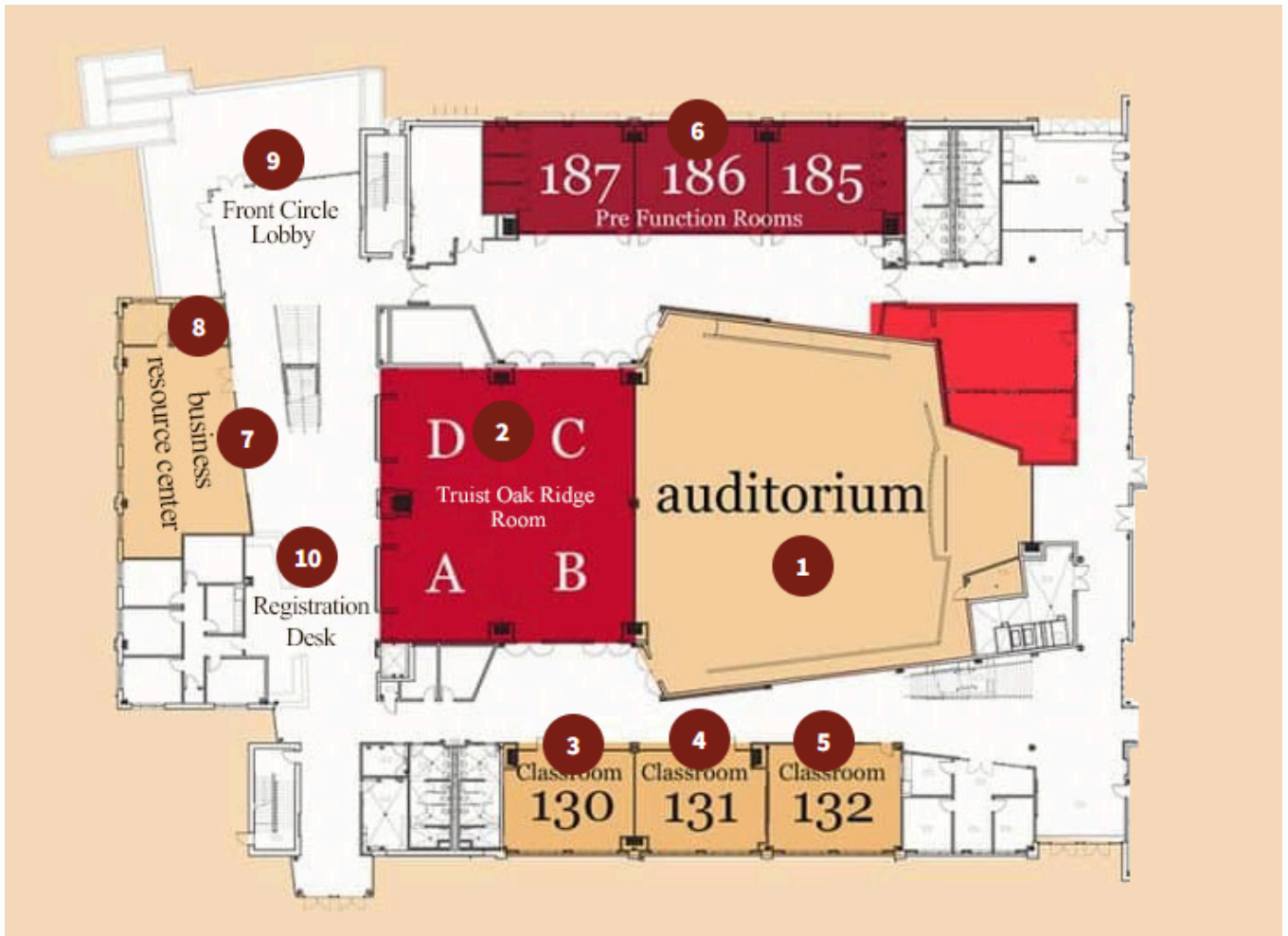
REGION 6
Georgia
North Carolina
South Carolina



Monday, July 22, 2024
9:00AM - 3:30PM

The Conference Center at GTCC
Colfax, NC

VENUE MAP



LOCATION QUICK TIPS

- **Plenary Sessions:** Located in the Auditorium
- **Breakout Sessions:** Located in Classrooms 130 , 131, 132, Oak Ridge A/B and D/C, and Auditorium (see pages 5-8 for specific session locations)
- **Vendors:** Located in hallways throughout first floor; Open 8AM - 4PM
- **Breakfast & Lunch:** Served Grab-n-Go in the hallway between Pre Function Rooms 185-187 and the Auditorium; Seating located in Pre Function Rooms 185-187 and Oak Ridge Rooms A-D
- **Bathrooms:** located in the hallways on either side of the Auditorium
- **Questions:** Region 6 Comprehensive Center / SERVE Center representative at Registration

WIFI INFORMATION

User Name: GTCC Guest
Password: CC@gtcc23

SHOWCASE AGENDA

8:00AM-8:45AM	Sign-in & Continental Breakfast (provided on-site)
9:00-9:50 AM <u>Plenary Session</u> Auditorium	Welcome Address <ul style="list-style-type: none">• Dr. Maria Pitre-Martin, Executive Director, SERVE Keynote Speaker Introduction <ul style="list-style-type: none">• Anne D. Nixon, IABS Regional Strategic Support Consultant, NCDPI• Dr. Beth Rice, Specialist for State Projects, RC6 at SERVE Keynote Address - Framework for Educator Wellbeing <ul style="list-style-type: none">• Dr. Nick Yoder, Associate VP of Whole Human Education & Research for the Harmony Academy at National University
10:00-11:00 AM	Breakout Session A <ul style="list-style-type: none">• (6) breakout sessions led by North Carolina-based school administrators, educators, and community partners who will share their practical strategies and real-world examples for enhancing student academic outcomes by prioritizing educator wellbeing and positive school culture.
11:15-12:15 PM	Breakout Session B <ul style="list-style-type: none">• (6) additional breakout sessions led by North Carolina-based school administrators, educators, and community partners who will share their practical strategies and real-world examples for enhancing student academic outcomes by prioritizing educator wellbeing and positive school culture.
12:30-1:15 PM	LUNCH <ul style="list-style-type: none">• Catered on site; Grab-n-Go Sandwiches and Sides Provided
1:30-2:00 PM	Breakout Session A - Round Tables <ul style="list-style-type: none">• Participants will return to their first breakout session speaker for a facilitated small group discussion as well as Q&A.
2:15-2:45 PM	Breakout Session B - Round Tables <ul style="list-style-type: none">• Participants will return to their second breakout session speaker for a facilitated small group discussion as well as Q&A.
3:00-3:30 PM <u>Plenary Session</u> Auditorium	Wrap up and Closing Activity <ul style="list-style-type: none">• Dr. Beth Rice, Specialist for State Projects, RC6 at SERVE• Megan Orleans, Project Specialist, RC6 at SERVE

KEYNOTE SPEAKER



NICK YODER

Associate Vice President of Whole Human
Education & Research
Harmony Academy at National University

Nick Yoder serves as the Associate Vice President of Whole Human Education & Research for the Harmony Academy at National University. With a career in education spanning two decades, Dr. Yoder's expertise in integrating social, emotional, and academic development into educational policy and practice has been pivotal. His work is marked by a commitment to equitable whole child development, underpinned by a strong foundation in research and data to improve educational outcomes.

He has led seminal work on social, emotional, and academic integration that was recently updated, Instructional Practices That Integrate Equity Centered Social, Emotional, and Academic Learning, and he was co-editor of the Advances in Motivation & Achievement Series, Motivating the SEL Field Forward Through Equity.

Dr. Yoder serves on the advisory board of CASEL's Collaborating States Initiative and the boards of the SEL Providers Association and CREATE for Education. He is also an Associate Editor for Journal of Social and Emotional Learning and serves on the Local School Council for his neighborhood school in Chicago Public Schools.

Prior to Harmony Academy, Dr. Yoder was the Director of Policy and Practice at the Collaborative for Academic, Social, and Emotional Learning (CASEL), a principal/senior technical assistant consultant at the American Institutes for Research, a pre-service instructor and field coach at the University of Michigan, and first grade teacher in Chicago Public Schools. He received his PhD in Education and Psychology, a masters and bachelors in Psychology at the University of Michigan, a masters in Instructional Leadership at the University of Illinois-Chicago, and his teaching certificate at Dominican University.

BREAKOUT SESSION A: PRESENTERS & TOPICS



Amy Nichols

District MTSS Coordinator
Wilson County Schools

Developing a District-Wide SEL Implementation Plan

Room Location: Oak Ridge Room A

Learn what tools our district team used to develop a targeted district-wide SEL Implementation Plan and how we monitor district progress towards our goals. You will walk away with ideas and a sample implementation plan to assist your work in supporting adult and student social-emotional competencies.



Amanda Bell

MTSS Behavioral Health Coordinator
IC Imagine K-12 Public Charter
School, Asheville

It Begins with Us: Adult SEL

Room Location: Oak Ridge Room B

This session will explore the impact of adult SEL on educator well-being, school climate and culture, and student outcomes. Both benefits and challenges from the field will be shared, as well as adult SEL content ideas.



Leela Harpur Heyder

Founder & CEO
Calm Minds Kind Hearts

The Container Model: An Inside-Out Approach to Wellbeing

Room Location: Classroom 131

Our approach emphasizes the "Mindful Educator," and how adults must practice and model strategies for well-being and emotional regulation first in order to support students when they are experiencing big emotions. We will also touch on how educators can set up "The Classroom Container," to prepare the brain and nervous system for learning and finally, depending on time allotted, will touch on "The Tools" to teach students to grow self-awareness and self-management with focus on integration into classroom routines and academic curriculum.

BREAKOUT SESSION A: PRESENTERS & TOPICS



Dejanell (Daisy) Mittman

SEL Specialist
Guilford County Schools



Ronnie Armstrong

SEL Specialist
Guilford County Schools

Sustaining SEL at Core

Room Location: Oak Ridge Room C

When promoting a culture and climate of adult wellness and belonging, integration of a multi-tiered system of support must be a priority when providing universal social emotional learning services for schools. This session will detail how our district restructured our approach to SEL implementation to strengthen the health, wellness, and safety of our students, staff, families, and the larger school community. Learn how we utilized CASEL's Indicators of Schoolwide SEL implementation to create an SEL Toolkit to support sustainable practices for all educators at the Core level of MTSS. Information from our SEL school leader focus group will be shared in addition to the SEL Toolkit and best practices for schoolwide implementation.



Dr. Donald Phipps

Superintendent
Caldwell County Schools



Dr. Katrina McEllen

Assistant Superintendent
for Educational Program
Services
Caldwell County Schools

We Are Better Together

Room Location: Oak Ridge Room D

This session will detail Caldwell County Schools' journey in addressing mental health, social-emotional learning, and alternative education. The district started this journey with a mental health task force, then defined a district social-emotional framework based on the CASEL Core Competencies. This past year, Caldwell County Schools hosted a northwest regional summit to partner and problem-solve with other districts about how districts can address mental health needs through alternative education.



Dr. Desiree Murray

Director
Be CALM

Be CALM: A Mindful Co-regulation Approach to Supporting Educators to Support Students

Room Location: Classroom 132

Attendees will be introduced to mindful co-regulation strategies for promoting educator and student wellbeing.



Dr. Beverly Rudolph

Trainer
Be CALM

BREAKOUT SESSION B: PRESENTERS & TOPICS



LaTrayl Adams
Director of SEL &
Restorative Practices
Winston Salem/Forsyth
County Schools

Cultivating Connections and Supportive Discipline: Integrating SEL and Behavior for Educator Empowerment

Room Location: Oak Ridge Room A

Participants will explore effective methods to enhance their own social and emotional competencies while also learning how to better address the diverse skill needs of students. The session will feature practical, hands-on activities that encourage educators to develop a deeper understanding of SEL concepts, apply them in real-world classroom scenarios, and reflect on practices to foster a more inclusive and supportive learning environment. Educators will leave equipped with the tools and confidence to transform their schools into spaces where students and educators thrive.



Shannon Dobson
Director of Behavior
Support & Intervention
Winston Salem/Forsyth
County Schools



Karen Hollar
Director of Student
Health & Wellness
Cabarrus County Schools

Everyone on the Same Page: Implementing a District-wide Core Wellness Curriculum

Room Location: Oak Ridge Room B

This session will showcase our approach to creating a district wide focus on student wellness. Participants will learn about the process we took to identify an appropriate curriculum for our district and the steps we took to implement it. We will share how wellness is included in our Strategic Plan, how we incorporated a wellness screener, and how we monitor fidelity of implementation across the district.



Dr. Mary Beth Roth
Chief Student Services &
Compliance Officer
Cabarrus County Schools



Dr. Melody Chalmers McClain
Associate Superintendent
of Student Support
Services
Cumberland County
Schools

Bridging the Gap: A Framework for Addressing Discipline Disparities and Engaging the Community Through a Student Behavior Task Force

Room Location: Oak Ridge Room C

In response to identified discipline disparities for our African American students in relationship to other subgroups, Student Support Services developed an actionable Framework for Change. An integral component of the framework was the development and implementation of a Behavior Task Force involving a wide variety of internal and external stakeholders that encompass the district community.



Ann-Marie Palmer
Title 1 & Behavior
Support Coordinator
Cumberland County
Schools

BREAKOUT SESSION B: PRESENTERS & TOPICS



Tima Williams

Director of SEL &
Wellbeing
Asheville City Schools

It's Simple, Really: Let's Regulate

Room Location: Oak Ridge Room D

Let's talk about strategies for emotional regulation, building capacity with social emotional learning and addressing staff well being. Strong social emotional learning and well-being begins with adults who are equipped with the knowledge and strategies to regulate themselves. Join this session to get a glimpse into what professional learning could look like and how to utilize educator perspectives.



Darlene S. Hodges

IABS Coordinator
Wayne County Public Schools

Caring for the Caregiver: A Systemic Approach to Adult SEL & Self-Care

Room Location: Classroom 132

This session will provide a high level overview of the work of Wayne County Public Schools' Social Emotional Behaviors & Educational Equity Team in installing an understanding of the CASEL Competencies and its relevance for adult self-care. Attendees will be able to participate in a mock session on Social Awareness. Our subsequent roundtable will provide a transparent depiction of our wins, losses, and recovery in stakeholder engagement around SEL and equity work in a rural county with an urban heart.



Angela Griffith

Behavior Support
Coordinator
Wayne County Public Schools

SCCS Student Support Has Organically Grown into a Team

Room Location: Classroom 131

SCCS serves the Charlotte Metro area as a beacon of hope for scholars and families that are under-resourced, unheard and often ignored. With an original charter to provide a rigorous education from kindergarten through 12th grade through academic preparation, college and career readiness and life skills for success, the pivot to intentionally maximize Student Support Services has been the key to meeting the tasks at hand. Energizing family engagement, sustaining strong community partnerships, and unlearning some traditional school norms are all essential factors in the high achieving outcomes at Sugar Creek Charter. This session will give a debrief of the timeline, roster, action steps and artifacts that have sustained Sugar Creek Charter.



Crystal Barnes

Elementary Dean & Director
of Student Support
Sugar Creek Charter School

GRAND PRIZE RAFFLE ITEMS

*Raffle names drawn during Closing Plenary Session (3:00-3:30)
Must be present to win!*



Wayfinder will award a year-long school-based license for the 2024-2025 school year (valued at \$9500)! The license will include access to the differentiated K-12 core curriculum for all teachers/students/support staff, library with over 2,000 plug and play no prep activities, assessment suite, and year-round training and support from a Success Coach.



The Positivity Project will award one full site license (Valued at \$3,995) for the 2024-2025 year to a North Carolina school represented by an attending district. The Positivity Project's mission is to empower America's youth to build positive relationships and become their best selves.



Second Step will award one school-wide Social Emotional Learning for Adults 1-Year License for the 2024-2025 school year. Strengthen Your School Community with Second Step® SEL for Adults! Build trust, manage stress, explore equity and belonging, and cultivate resilience and efficacy. Created for educators by educators, Second Step SEL for Adults is a professional learning program that strengthens the social-emotional skills and well-being of K-12 teachers, leaders, and staff.



Aperture Education will award one year-long school-based pilot for 250 students to utilize the DESSA System in 2024-2025.



Win 6 months of access to the Character Strong Digital Library of character development resources for educators, administrators, students, and families (Valued at \$499.50)! This digital resource can be accessible to all staff in your school and includes a video & activity library, student sessions, virtual assemblies, and more!

VENDORS



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SOURCES
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The Region 6 Comprehensive Center (RC6) at SERVE is a hub for technical assistance and capacity-building services for those deeply involved in innovative, equitable public education. ED awarded SERVE a \$15.6 million grant over five years to operate the RC6, which is one of 19 Regional Comprehensive Centers and a National Comprehensive Center also funded by ED.

The RC6 supports the National Comprehensive Center in providing targeted and universal services to support the selection, planning, implementation, and evaluation of evidenced-based practices (EBPs). Along with key partners the RC6 supports SEAs, LEAs and schools that have high percentages of students from low-income families.



SERVE at UNC Greensboro (SERVE) has over 30 years of experience in providing technical assistance at the state, district and school levels. SERVE has built extensive experience in providing technical assistance and evidence-based interventions in southern states.

SERVE is a university-based, non-profit center dedicated to the most efficient and effective use of data, research, and evaluation at all levels of the education. When SERVE began, the challenges that schools faced were lack of data and access to research. Today, the challenges for leaders often lie in too much information and too little time to make sense of the vast amount of data, research, and evaluation. Thus, we commit to helping educational leaders make sense of the complicated array of data, research, and evaluation available in light of their particular issues, organizational challenges, or specific needs and time frames. We work closely with our clients to understand their organizational context, then design tailored services that result in timely, relevant, and responsive information to inform strategies, policies, programs, and practices.