

May 21, 2026

Shac Meeting - 4th Meeting (2025-2026)

Summary

Committee discussed emotional well-being program implementation and counseling frameworks to support student development and academic success.

Harmony Program Overview

The Harmony emotional well-being program fosters school climate via empathy and collaboration. Implementation involves explicit instruction and subject integration.

Counseling Support Framework

Counselors facilitate social learning and behavioral response programs to ensure student success. Telehealth services support campuses lacking resident counselors.

Committee Planning Decision

The committee decided to adopt a quarterly meeting schedule for the next academic year.

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Decisions

ALIGNED

- **Committee expansion for next year** The committee will expand its membership to include more participants from additional districts for the upcoming year.
- **Quarterly meeting schedule established** The group established a quarterly meeting schedule for the next year with confirmed dates of September 17, November 12, a February session (18th or 25th), and April 22.

We've **updated the Decisions section** using your feedback.

Let us know what you think: [Helpful](#) or [Not Helpful](#)

Next steps

- [The group] Expand committee membership: Recruit additional members from more districts to join the committee for the upcoming year.
- [Eric Abaci] Send meeting schedule: Distribute the confirmed meeting dates for the upcoming year to all committee members via email.

Details

- **Opening and Logistics:** Eric Abaci opened the meeting and discussed the potential for committee expansion next year to involve more districts ([00:00:00](#)). The agenda included a presentation on emotional well-being by Dr. Anderson, a counseling update by Mrs. Salem, and a discussion on the next year's meeting schedule ([00:01:27](#)). Miss Carter was noted as absent, while all other members were present ([00:02:42](#)).
- **Welcoming Activity:** Dr. Anderson initiated a welcoming activity, which is a standard practice for school culture team meetings, asking attendees to share what they are grateful for ([00:04:23](#)). Participants expressed gratitude for various

aspects of their lives, including health, nature, family, and graduating seniors. This exercise serves as a model for how teachers can engage students, helping to set a positive tone and motivation for the session ([00:06:24](#)).

- **Harmony Emotional Well-being Program Overview:** Dr. Anderson presented the "Harmony" emotional well-being program, which has been in place for four or five years. The program focuses on developing interpersonal skills such as empathy, respect, goal setting, collaboration, and critical thinking. The core framework, known as the Harmony 5, aims to foster a safe, positive, and trauma-sensitive school climate ([00:04:23](#)) ([00:08:02](#)). Dr. Anderson defined emotional well-being as the ability to understand and manage emotions during life challenges, noting it is essential for both adults and children to grow socially, academically, and personally ([00:11:00](#)).
- **Harmony Alignment and Competencies:** The Harmony 5 competencies—empathy, respect for others, critical thinking and problem solving, collaboration and integrity, awareness and growth mindset, and goal setting and determination—are aligned with the Collaborative for Academic, Social, and Emotional Learning (CASEL) 5 competencies. These competencies are also mapped to the school's virtual profile to ensure consistency with the 2025 Northstar strategic framework ([00:09:39](#)) ([00:12:09](#)).
- **Emotional Well-being Goal Setting Case Study:** Dr. Anderson shared a video case study of an eight-year-old student named Josh to illustrate the program's primary goals ([00:13:25](#)). The case highlighted the shift in mindset from asking "what's wrong with you" to "what happened to you," emphasizing the importance of understanding the underlying causes of student behavior ([00:16:41](#)). The key goals discussed were meeting basic human needs and shifting this mindset to support student success ([00:17:43](#)).
- **Implementation Timeline:** Eric Abaci reviewed the timeline for the emotional well-being program, which began in the 2021-2022 school year with a foundation-building phase. The following year focused on adult-centered training, as it is considered vital to prepare adults to model these behaviors, while the 2023-2024 period marked the integration and implementation phase in classrooms ([00:17:43](#)).
- **Program Implementation Models:** The program utilizes two primary implementation methods: explicit and integrated. Explicit instruction involves regular, dedicated time—monthly in this case—for directly teaching social-emotional competencies. Integrated instruction embeds emotional

well-being into regular subject areas such as art, physical education, math, and science ([00:19:04](#)).

- **Participation Metrics:** There has been a significant increase in emotional well-being activities led by counselors over the years, growing from 414 in the 2021-2022 school year to 832 in the current year, with projections suggesting the total will reach 900 ([00:22:05](#)).
- **Committee Recommendations and Positivity:** Participants discussed the importance of tone and positivity in educational environments, referencing an experiment involving trees exposed to different verbal inputs to illustrate how positive language impacts growth ([00:25:37](#)). The group reached a consensus that maintaining a positive tone is crucial in all aspects of life and school, and they invited further suggestions for future planning ([00:27:11](#)).
- **Counseling Program Overview:** Mrs. Salem provided an overview of the counseling program, clarifying that staff are referred to as student counselors rather than behavior counselors to avoid misconceptions regarding disciplinary intent. The program's mission is to foster lifelong social and emotional learning skills, while the vision centers on cultivating ethical, responsible, and well-rounded individuals
- **Mental Health Support Framework:** The counseling framework emphasizes that mental health is foundational to learning, citing the Texas Education Agency as a source for understanding how unaddressed needs can impact students. Counselors provide support through individual and group modalities, assist with behavioral response to intervention programs, and offer education on trauma-informed care. Counselors do not perform therapy directly but provide referrals for additional support when necessary.
- **Student Assistance Procedures:** The program utilizes a Student Assistance Form (SAF) to identify students in need, which can be submitted by staff, parents, or students.
- For campuses without a resident counselor, the school provides telehealth mental health services via a state contract. Counselors prioritize student check-ins and obtain parental consent, following protocols aligned with House Bill 12.
- **Closing Remarks on Counseling:** Eric Abaci, speaking from their experience as a former principal, expressed strong support for the counseling program and the

positive impact observed in schools, specifically noting the appreciation students have for staff support .