Whole Child Advisory Group Meeting Minutes

February 22, 2023

Welcome and Today's Agenda

Jessica Horowitz-Moore, Senior Executive Director for the Ohio Department of Education's Center for Student Supports welcomed the Whole Child Advisory Group and provided an overview of the agenda. Members participated in an icebreaker activity discussing their family engagement experiences.

Whole Child Implementation Supports
Whole Child Network Updates

Whole Child Network Webinars

The Whole Child Program Administrator, Hilary Stoll, shared about the Department's work with the Association for Supervision and Curriculum Development (ASCD) around the monthly webinars.

- September: topic was Comprehensive School Safety and highlighted Marysville Exempted Village School District. Advisory Group member Mark Gallagher spoke at the webinar.
- October: focused on Supporting Students. The Ohio Association of Student Leaders representatives to the Advisory Group participated in the call to discuss the importance of student voice. Hilary shared a quote from Lexi Davis Romaine about the foundation of what schools needs come from the students.
- November: webinar centered on Health. Fort Frye Local school district was featured. They partner with their local health department in Washington County. They have programs that focus on multiple facets of health.
- January: this month's webinar was about Challenging Students. Mason City Schools was featured.
- February: all about Engaging Students featuring Crestview Local School District. State Board member Mark Lamoncha joined the call and talked about how Crestview partners with different community businesses to help support workforce development initiatives, stem education, etc. Teachers, administrators and students all were speakers for this webinar.

  Upcoming network webinars:
- March: will focus on sustainability. Advisory Group member Jessica Davies will be joining to speak about what Montgomery County is doing for sustainability.
- April and May will be featuring the pilot projects.

Whole Child Newsletter
Launched in the fall, the September issue was on school safety, December – health. March will focus on being engaging and challenging students. Members are all encouraged to share whole child happenings in their districts and communities for the newsletter. Updates for the next issue are due February 24.

Ohio's Whole Child Podcast
September: topic was Fostering Physical and Emotional Safety in Schools. Emily Torok with the Ohio Department of Public Safety (DPS) attended as well as Bobbie Boyer from the Ohio Department of Mental Health and Addition Services (OMHAS) and Jennifer Vargo, former director of the Office for Whole Child Supports to speak about what their agencies are doing to address comprehensive school safety.
December: topic was Groundwork for Healthy Schools

March: this upcoming podcast, awaiting editing, features Columbiana County talking about their school coalition and what they are doing to engage students in the community.

All past podcasts and newsletters for the whole child are posted on the Ohio Department of Education website.

<u>Professional Learning</u>
At December's meeting, members were asked to submit their recommendations around professional learning for whole child.
- Collected and brought back to the internal workgroup/whole child implementation framework implementation team to determine how they could best share these
- Connected with the Ohio ESC Association who manage the Professional Learning Collaborative of Ohio (PLCO)'s professional learning directory
    o Working with them to include these recommendations along with their existing resources
    o Need to determine how best to share this resource

<u>Whole Child Pilot Projects</u>
Working with ASCD – all are at different stages of the process. One of their outcomes is to develop a shared understanding of the Whole Child Framework among their district leadership, school leadership and their staff.. Below are a few highlights:
- Fairland Local Schools– want to focus on creating learner centered classrooms. Will use data to come up with meaningful short-term and long-term action plan.
- ESC of Central Ohio – partnering with Whitehall City School District to focus on chronic absenteeism. Also working with Attendance Works and a family engagement liaison.
- West Clermont -also want to address chronic absenteeism but also, they are getting ready to set up a student support system and want to be sure they have a clear vision of a system with the whole child in mind.

Problem of Practice Workgroups
- Healthy Tenets – Podcast. Advisory members helped to put together and participated on the podcast to discuss setting the groundwork for healthy schools, in particular the coordination of health resources and the implementation of policies and practices that foster health.
  Lindy Douglas and Joe Spiccia shared some thoughts about the work of this group.
    o Lot of movement with whole child. Working on making an impact on the legislature regarding whole child.
    o Need to have an open mind for what all are doing in your community.
- School Health – Ann Connelly shared updates about the work of this group
    o Developing standardized medication forms – close to finalizing form for diabetes
    o When all forms are complete, next step will be working with providers and schools to adopt this standard set of form

Whole Child Tools and Resources
Statewide Family Engagement Center
Dr. Barbara Boone and Dr. Hadley Bachman from the Ohio State University, Statewide Family Engagement Center presented on the impact of family engagement on students with a multi-tiered system of approach. The FE Center is one of about 18 federally funded FE engagement centers. They serve all Ohio families with school-age children or those thinking of entering the school age years, along with educators, community organizations and anyone wanting to make an impact and benefit the students of Ohio. One of the focuses of the Center is a statewide network which includes all of the support teams as well as OCALI and the Ohio

Coalition for the Education of Children with Disabilities (OCECD). They meet regularly for professional development and networking across 15 regions (building a statewide network). Current projects include:

- Creating a multi-media interactive roadmap for families of English learners along with friends and school/district employees to help them navigate the system with their child.
- Working with the 21st Century Community Learning Centers on a professional development project around family engagement.
- Developing on-line modules for post-secondary transition options for students with disabilities and engagement of their families in this process
- Continuing partnership with ODE through the Whole Child Framework, Literacy Networks, ESEA – Titles 1 & 3, Related Services Providers, School Counselors, etc.

Importance of Multi-tiered System of Approach (MTSS):

- New ideas
- Old ways aren't working
- Not reaching all families
- Families' needs not being met
- Families not in the center of the planning

Through hands-on activities, members were led through the three different family engagement strategies: Universal, Tailored and Individualized. The goal was to be able to differentiate among the three, create strategies for challenges in all areas and an understanding of the importance of a multi-tiered system of approach for strong, healthy child development.

Activity: Groups were to identify where we are and where we want to be in terms of family engagement support for the whole child development and the barriers keeping us from getting there (one barrier needed to be school based).

Following the activity, Dr. Boone shared the Hoover Dempsey Sandler model – a lens that can be used to re-examine the barriers to student success. This is a research-based framework that understands how we reach those that are not engaged. The model is built from pre-involvement to student success and the four areas that contribute to student achievement.

Pre-Involvement/personal motivators: parent's perception of invitations, life context variables. What is important to the parent

- maybe from personal life experiences/parent not reading to their dyslexia child, going to a child's IEP meeting – will they listen to my thoughts)
- how they view general school invitations (i.e., school survey, come to the open house). May not be motivating but if personal call from teacher to attend, might be motivating instead of general invite
- parents knowledge – may not be able to help with math, don't know how the school system works – how to get onto the team, how gifted program works
- time and energy of the parent (working two jobs, caring for elderly parents)
- parent's culture (my culture is different, so do I have a part in the school; does the school system care)

1. *Parent and Caregiver Involvement Forms*
   - involves values, goals, expectations (dream that your child will go on to graduate and a career they are excited about)
   - modeling, encouraging at home – makes them feel they can do that
   - parent/teacher/school communication (trust that develops in two-way communication really matters)
   - involvement in school activities

2. Parent and Caregiver Efforts of Involvement

- *encouragement*
- *modeling*
- *reinforcement*

3. Mediated by Child's Perceptions of Parent Efforts

- encouragement
- modeling
- reinforcement
- instruction

4. Student Attributes Conducive to Achievement

- *Academic Self-efficacy (if I try, I can do this)*
- *Intrinsic Motivation to Learn*
- *Self-regulatory Strategy Knowledge and Use*
- *Social Self-efficacy for working/engaging with the adults in their building*
- Activity: Members took time in their individual groups to discuss what connections they saw to the model and how that might apply to some of the barriers they noted previously in their group.

Whole Child Collaboration
Collaborative Activity with the Statewide Family Engagement Center

Whole Child Framework - Family Engagement/one of the key components

Multi-tiered System of Approach to Family Engagement: a data-driven system to organize our family engagement interventions and supports so we can apply them planfully to maximize outcomes for students (not being reactive/being planful).

Tier approach to family engagement, not permanently assigning students to tiers, making available flexibly to families. Not a one-size fits all approach for families.

Tier1: universal statewide school support for all families.

- Establish school culture
- Communicates expectations for behavior and learning

Strategies for Tier 1 include things such as school feedback surveys, newsletters, parent-teacher conferences, literacy bookbags, open house, town halls. Would meet the needs of the largest percentage of parents/families. Should gage the effectiveness of these strategies (i.e., if low attendance at an open house, likely not the best strategy).

Tier 2: programs and strategies for "groups of families" who need additional support or want to be engaged at a deeper level.

Examples are translated communications into family's primary language (if not already provided), focus groups on a specialized topic, follow-up calls to families not completing the survey, family support networks with shared or similar interests (i.e., students being raised by grandparents) and volunteer opportunities at school.

Tier 3: individualized for unique situations needing engagement beyond tier 2 supports. A small number would need engagement beyond tier 2 supports and fall into this category. These are intensive programs that focus on the specific needs of the family, asset as well as needs based.

Tier 3 strategies: home visits, family leadership opportunity (family representative on school leadership team, PBIS team, etc.), family requesting individual support from school counselor or special ed staff, speaking at a board meeting, family sharing at school career or other event (i.e., insect sharing).

Activity: identify needs according to tiers
At tables, members were given examples of family needs and preferences to sort into the appropriate family engagement tier (universal, tailored, or individualized). After these were sorted into tiers, members were to discuss what schools should do – examples of strategies previously discussed).

Sharing observances from activity:

- As a leader,
- Some of the work to engage students in getting feedback or insight on policy might be in Tier 2 but policy itself would be in Tier 1 (cross over tiers). Would be looking at this through a different lens for family engagement
- Seem to be things all families would initiate
- Need to consider how to support child now and when they come back to school (think ahead)
- Mental health – probably under Tier 1 but under Tier 2 – ready to respond/family wonders if that will help their child. Tier 3 – maybe some parents with expertise share with others.

Family Roles in MTSS

- As providers of supports (I.e., talking with their teenager about what they want to do, their classes, what they want to do - go to a party but recognize they have a test the next day)
- Receivers of support
- Initiators – have a way to hear from parents – let them know they are important. Let them know who to contact us. Do we make this space, or do they have to force their way in?
- Co-designers – serving on a building leadership team, being involved with child's IEP meeting, parent-teacher conferences
- Evaluators – i.e., provide feedback through surveys (but caution to be sure you have a way to act on their suggestions)

Activity: Reflect and Share (team members wrote strategies/ideas to the following questions on post-its which they then shared with each other)

- What strategies create opportunities for all families to partner in multiple roles in support of the whole child?
- Why does multi-tiered family engagement support a healthy, safe, supported, challenged, and engaged whole child?

Closing:

- A QR code was available to upload for more information on the FE Center's work
- A facilitator guide is available
- An article was included in the ASCD's educational leadership magazine last year (one of the top 10 articles)
- Recordings available
- Website: OhioSFEC@osu.edu; follow on Twitter
- March 29 from 3-4, Todd Rogers, Researcher at Harvard University, hosting a webinar with him "How to Write for Busy Families"
- September 22, 4th Annual Leadership Summit (virtual)

Whole Child Knowledge and Skills
Family Engagement Competencies - Rose Buckley, Region 8 Comprehensive Center

A handout was given to attendees, *The Family Engagement Core Competencies by Domain.* Published by the National Association of Family, School and Community Engagement (core competencies can be shared with members after the meeting or members could go to the NAFSCE website and download).

Discussion centered around how we operationalize these competencies.

- Created for use across organizations – not just schools – family engaged organizations
- Center on inclusivity, how to engage all families – not just those that are willing to be involved
- Provides tools and strategies associated with the competencies

The National Family Engagement Center is working with NAFSCE to take the core competencies (equate to our teacher standards) and break down into a rubric for individuals to use to self-reflect, and work with their supervisor as well, to discuss competences where they are strong, areas needing growth and identify professional development that aligns to that. Hope to release the tool in the next 6 months.

Core competencies – broken down into four quadrants with two competencies within each quadrant, associated with that competency. Want these competencies to come to life – be reflective on what we are doing well within our organizations or schools and how can we enhance the four quadrants to be sure we engage our families to provide a spectrum of supports.

Activity: review of the core competencies
Members took time to reflect on the core competencies with these thoughts in mind, what are we doing, things we could do better, what can schools do (better connect, better collaborate, support our families) – added to chart paper.

Sharing – Rose asked that anyone with insight on resources, ideas, or ways we can continue to support schools to email her. Members had an opportunity to share out reflections from their conversation.

- Lexi shared an example of lead/take part in lifelong learning – providing opportunities for families to learn. School in Michigan school for Spanish speaking families (due to large Spanish speaking population) – has a after-school program that provides an opportunity for Spanish speakers learning English and English speakers learning Spanish so they can learn from each other. They can work together and provide for their families at home.
- Need to look past how many show up for event – need to see individual situations with families. Provide meetings by phone, zoom or in-person. Family member could be incarcerated, person needs bilingual interpretation services. There are other ways to get family members involved without coming to a community event – think outside the box about what family engagement looks like.
- Schools go out into the community, establishing respect with families and teachers, balancing school safety. Teachers outreach – connecting.
- Help all educators understand their own biases.

Rose collected activity charts to summarize for later reflection.

Wrap up and Next Steps
The next meeting of the Whole Child Advisory Group will be April 26, again at the State Library.

Brittany Miracle thanked all for coming and particularly Dr. Boone, Dr. Bachman and Rose for presenting and making the meeting so informative. Recognized and thanked Hilary, Matt and Joe and noted that they will be presenting at the National ASCD conference, March 31 – April 3 in Denver, Colorado.