

ESSA Education of the Whole Child Committee MEETING NOTES

Date: July 19, 2016

Present:

Caitlin Dooley, Karen Paty, Kirby Meng, Lee Jackson, Courtney Bryant, Sandy Creel, Arianne Weldon, Greg Barfield, George McCanless, Lynn Meadows, Keith Osborne, Jan Hansen, Betsy Albright, Justin Old, Tara Davis, Garry McGiboney, Gilda Lyon, Paige Pushkin (ex officio)

Barriers

Assessment and accountability

Budget cuts

Devaluing in our culture about how things work together (art, culture, activity, well-being, mindfulness all contribute to healthy and successful people); e.g., arts aren't just entertainment anymore

Need to include communities in schools because they usually provide the comprehensive services; to get stronger communities is to engage kids in school because they're learning in schools (walk that walk with the future generation)

Be mindful of change in how we will access information in the next few years (interoperability and adaptability)

Connect home and school

Help children and families understand and know what's important for their learning

Blue sky?

Personalized instruction for any child; personalized services (e.g., complex trauma, mental health services)

How do all children have access to essential services that they need?

Essential services that support children are integrated into the model for education
Access to the resources to support children are available and accessible in multiple platforms and you

Create the conditions necessary so that children learn (all health needs are met; social and emotional needs are met; all personnel understand how to emotionally engage; school is a healthy and productive environment; excited to learn)

STEM/STEAM/Technology/arts make children excited to learn; they love the process; they understand that the process is hard sometimes

Teachers who love what they do (just like the children love being in the teachers' classrooms)

Give teachers choice about what they teach (not prescriptive); Teachers need ownership

Practically there are no limits – need opportunities to work in technical situations, skilled labor, manufacturing...

Build on children's passions and blow the ceiling off of that

Pathways that involve the community

Change "support" to "essential"

Change “goals’ to “expectations” (e.g., graduation expected)

By providing all essential services, we level the playing field; what children are suffering from may not have to do with education but we need to support the families and children

More experiential learning (field trips) and invite community members into schools

Vocational education starting in elementary (bring CTAE in earlier)

Expand the school day for children who choose to stay (age appropriate activities that provide opportunities for engaged learning)

United Way says that it’s tough to find companies that would partner to engage children; need to better encourage the businesses to be involved. Convince the businesses that this would affect their own outcomes.

Look at population based community outcomes

Communication between schools and community organizations

Boards of Education may be a venue for showing how comprehensive services could be helpful to their strategic objectives; Boards of Health could also be a venue

Communication should include the local School and Health Boards (TELL COMM)

Suggestions:

Add a people to consult with this committee:

Business (non-profit and for profit)

Daycare center provider