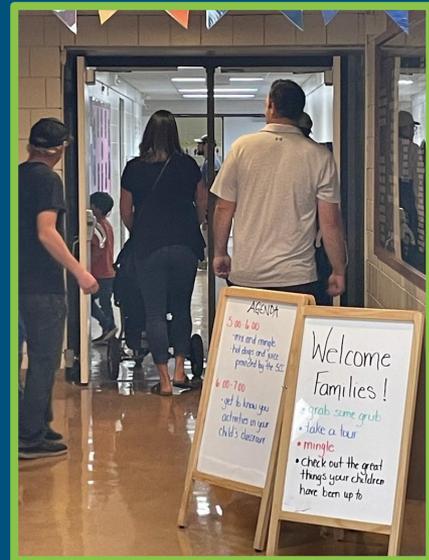


Implementing Family Engagement at the System Level

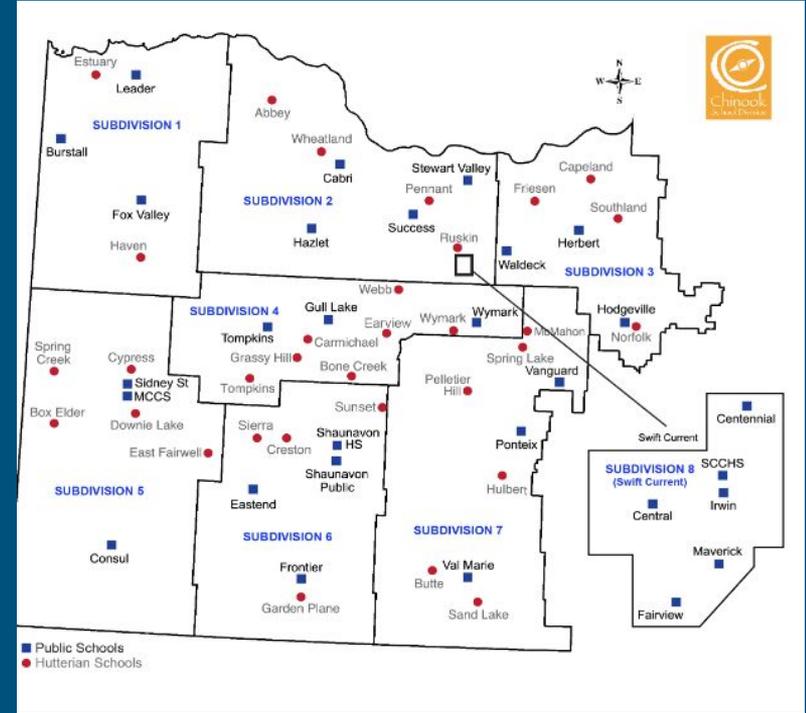


Kathy Robson & Jared Wipf- Chinook



Chinook School Division

- 28 Public Schools
- 31 Hutterian Colonies
- Aprox 6000 students
- 455 full and pt teachers
- 515 support staff
- Chinook has 116 rural routes, with an average ride time of 61 minutes
- Rural buses drive a total of aprox 24,259 kms per day



Parent Engagement Background



- Board Support for Parent Engagement
- July 11-15, 2022: Attended the *Parent Engagement Leadership Institute* with Debbie Pushor - Board Trustee & Kathy Robson
- Debbie Pushor Support of Chinook
 - Worked with our counsellors to develop scripts to call parents after Covid
 - Presented at SCC Forum
- Teams from Central and Sidney Street attended - Walk Alongside workshop May 11th - 13th as well as Superintendents
- Chinook Level 2 - Family Engagement Focus
- Chinook Level 3 - School plans

Work at the Division Level

- Presented to Chinook Board and Leadership Groups
- Created a Chinook Parent Engagement Plan
- Revisited Mission and Vision
- Key Messaging to Teachers from the Director

Parent Engagement Plan – Chinook School Division 2022-23

Goal: To improve engagement of families in Chinook and to impact culture and attitudes toward parent and family engagement.



Action	Details	Who	Date
Parent Engagement Leadership Institute	Attended the Parent Engagement Leadership Institute with Debbie Pushor	Kathy Robson – Deputy Director	July 11-15
LEADS presentation	Presented to Chinook LEADS members at Summer Short Course big ideas from institute	Rachael Eliason - Trustee Kathy Robson	August 4, 2022
Chinook Board presentation	Presented to Chinook Board of Education a PPT which highlighted our experiences institute to gain support and to create a plan	Kathy Robson Rachael Eliason	August 22 nd Monthly updates and discussion at meetings
Leadership vision and value statements	Revise vision and value statements for the division leadership teams to include	CCG DLT	August meetings
		Debbie Pushor Bob Vavra – Superintendent School Counsellors	August 24 th , 2022 Family Connections Summary of Results

> We make decisions that are in the best interest of students. We are accountable for our actions by being data driven and focused on engagement. We are committed to Value Statements/Commitments:

- Ask: Will this work for students? Will this be best for students? Is it safe and inclusive?
- Work toward understanding data and then using data to make the most informed decision based on what students need
- Support staff so they can be at their best for students
- Ensure staffing is appropriate for student needs based on budgeting constraints
- Determine the best strategies to engage students (PD)
- Support schools in implementing their learning response plan

> We are collaborative and are solution focused. Value Statements/Commitments:

- We fix the problem, not blame others
- We get input from all team members and stakeholders, including families and have processes to gain input
- We take action to solve the problem and reflect and follow up on the solution
- We determine proactive measures for prevention
- Implement 90-10 rule: 90% time spent on solution; 10% on the problem
- Listen to understand, not to respond.

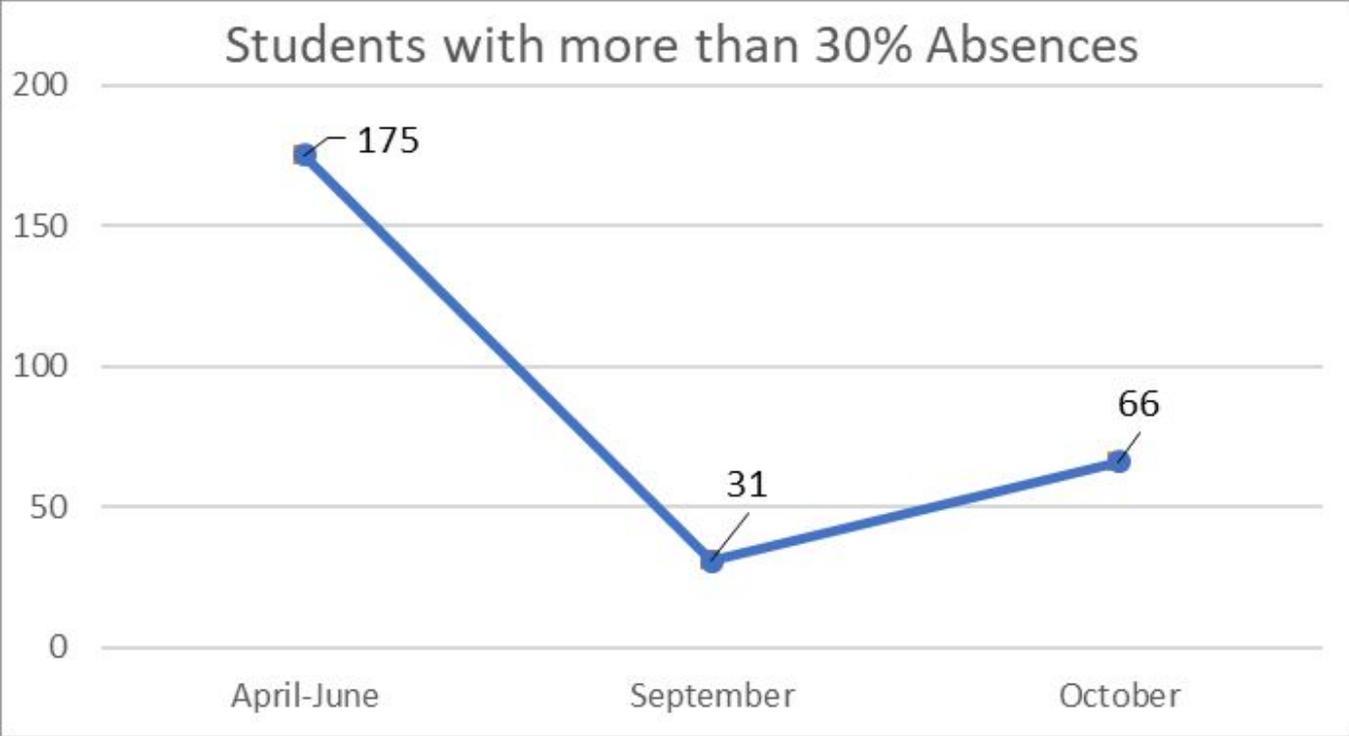


Family Connection Project

Contacted Families with a “Positive” scripted message

- Students with Extreme Absences - 250
- Cyber School - 62
- Home-Based Families - 18

Follow Up



Cooking for Cohesion

- to use cooking as an opening to tell their stories and thus share their identity, culture, and knowledge;
- to build connections and relationships between and among distinct cultural groups;
- to enrich the teaching and learning occurring at the school.

"We share a meal now we are family"
Michael Lawson



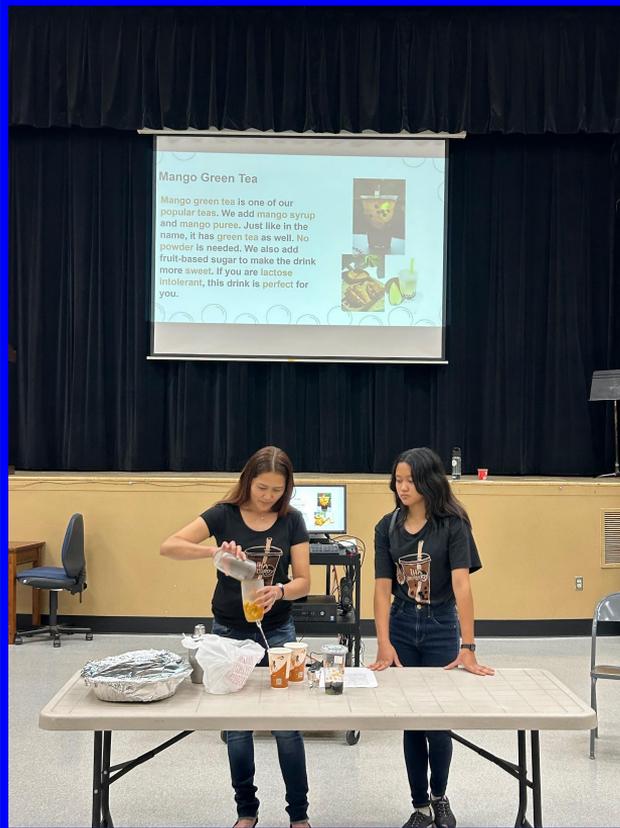
Central School



Multicultural Potluck



Learning About Bubble Tea



Being Familycentric vs. Schoolcentric

- School staff positioned as listeners and learners
- Broad based questions to learn about families

Being Familycentric

- Tell me about your family.
- How have things been going?
- How have you been spending your time?
- What have you been learning about?
- What are some of the best things that have been happening for you?
- Who have you been spending time with?



“Get to Know Your Family” Activities

Odesa

If you're not a chulska.

You don't know the beautiful ukraina citys.

You can't know the ukriana langang.



I don't remember soup



↓ pasta



Папа
мама



If you're not a chulska.

You don't know the amazing ukrinan
food the my mom makes.

If you're not a Nicholson.

You don't know teating in cypress.

You can't know waffle Wednesday.



If you're not a Nicholson.

You don't know cheering on the blue jays.

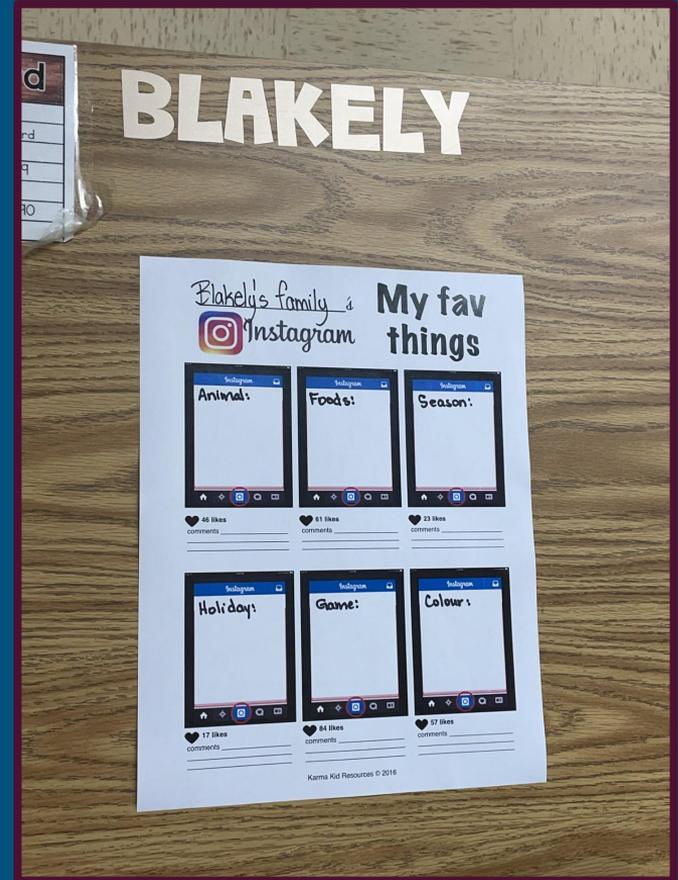




Meet the Family Night



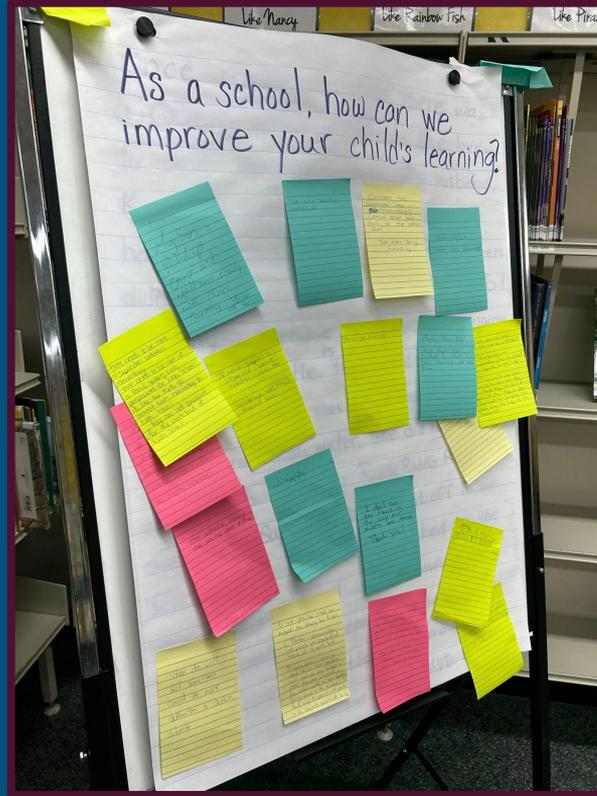
- ***All about my family*** and ***My family's favourite things*** Books were made in the classrooms
- Served hotdogs and chips for families.



Feedback from parents

Questions:

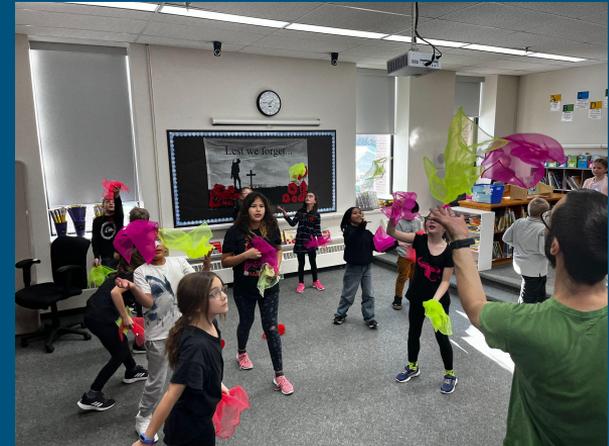
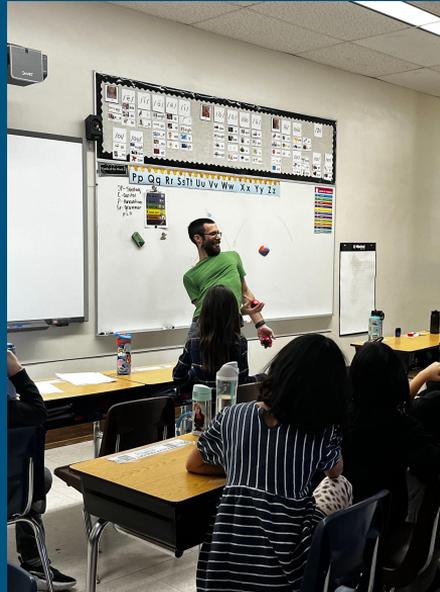
1. What is the one thing you appreciate most about our school?
2. What is one thing we can do as a school to improve your child's learning?
3. How can we increase parent/guardian engagement with our school?



School Response

- Parents/guardians want to be in the school more!
- Parents/guardians want to come into classroom to share/lead/teach!

Building Relationships	Strongly Disagree				Strongly Agree
	1	2	3	4	5
	Average Score				
1. School staff build strong relationships with every parent/guardian.					4.65
2. Parents/guardians are meaningfully engaged in our school at least once a month.					4.53
3. The school environment is open and welcoming to all parents/guardians.					4.89
4. Communication between the school and parents/guardians is meaningful and mutually exchanged.					4.71
5. There is a high level of trust between the school and parents/guardians.					4.64
6. All students, parents, and families are treated equitably (fairly).					4.82
7. The school works hard with families to connect them to additional supports and agencies, when needed.					4.56
8. Central School works hard to build relationships with families and recognizes its importance to student success.					4.80



What is Parent Engagement?



Honours parents' hopes and dreams

Uses parents' knowledge

Honors the strengths/capacity parents possess

Parent "Mystery Guests"



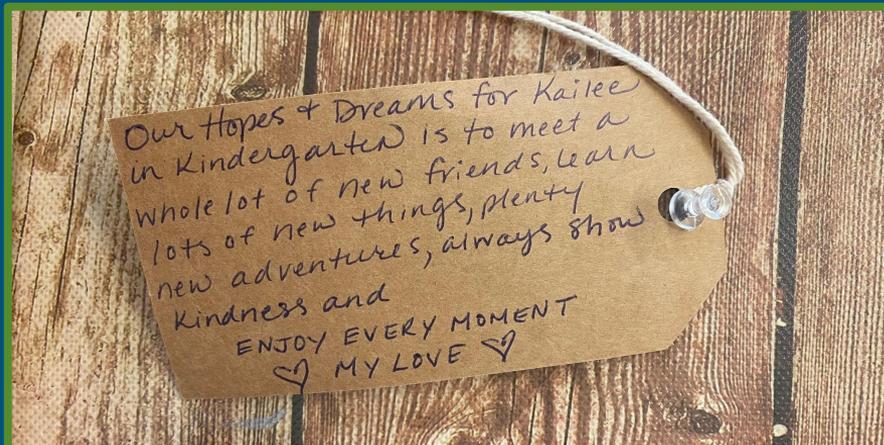
Autobody



Real Estate



Visit to Italy



Porch Visits - Hopes and Dreams Tags



SCC Representation

- Partnership with Southwest Newcomer Welcome Centre
- Build relationships
- Ease transition
- SWIS worker bringing parents to attend SCC meeting



“Through our partnership with Irwin School we were able to invite newcomer families to participate in monthly SCC meetings. Newcomer families expressed how their children enjoy their school life in Swift Current and shared the differences between the schools in Canada and their home country. It is a great community partnership between Irwin School and the SWNCWC.” Rose Wang-Noble (SWIS)

- “At the Walk Alongside Conference they challenged us to create a more welcoming first look at our school”
- “We changed ours from **Visitors please report to the office** to more friendly and welcoming versions.”



Moving Forward

- Level 2 - Division Strategic Plan
- Family engagement committee
 - Superintendent
 - Coordinator
 - Admin
 - Teachers
 - Parents
- Pilot and recommend strategies
- Celebrating at SCC Forum
- Provide Pd for Admin
- Level 3 - School Plans include Family Engagement

Chinook Level 2 Action Plan: 2023-24



Leader: Kathy Robson

Team Members: CCG,
Focus Team

Date of Last Updated: May 6, 2023

Current Situation

This is the first year of a new Provincial Education Plan that will be in place from 2023-2030. Chinook School Division's Level 2 plan is aligned with the Provincial Education Plan and the priority actions outlined.

Enduring Strategies:

The following strategies will continue to occur within Chinook:

Teaching and Learning

- Professional Development for new teachers to Chinook in Balanced Literacy and Guided Math K-8
- Literacy and Math Coaching Model
- Focus on Student Data
 - Division and School Level Tracking
 - Learning Dashboards
 - School Level Literacy and Math Intervention Plans
- Early Years Screening
 - Early Literacy Assessment
 - SLP Screening

Transitions:

- Family Engagement with SCC involvement - My Blueprint
- Partnerships with outside agencies – including SWIS, Neakaneet Education Council, Hutter

Mental Health and Well Being

- Counselling Supports - Mental Health Plans
- Mental Health First Aid

FNMI

- Continued implementation of reconciliation resource *Take Action*
- Providing support to teachers and administrators in continued work with Elders and Knowledge

Transitions

2. Enhance opportunities for learners and their families and support transitions as learners enter and progress through school to graduation and determine a life pathway.

- 2.1 Develop an understanding of effective family engagement approaches.
- Form a *Chinook Family Engagement Committee* to learn about effective strategies, attend provincial PD opportunities and guide the work in this area
 - Provide ideas and strategies and share success stories to *SCCs* at the SCC forum
 - Pre/KK focus on effective family engagement strategies

August 2023 – June 2024

- Chinook Family Engagement team members
- Lead Supervisor
 - Lead Coordinator
 - Teachers
 - Admin

2.2 Utilize continuum/assessment developed by the provincial team



SCC Forum



Lessons Learned

- Needs to be led at the Division level with purpose
- Celebrating the promising practises that are already occurring
- Start with the schools that are eager to try things
- Not everyone will jump on board
- Crucial to understand the foundation of what true family engagement is vs. family involvement
- Schools need support with planning and financial support
- Support of the experts and research
- Trustees have to understand the work
- Embedded in the culture of all that we do not an 'add on'