

Healthy, Safe & Supported, Oh My! An Approach to Whole Child Education

GEORGIA'S REIMAGINING EDUCATION CONFERENCE
June 21-22, 2021

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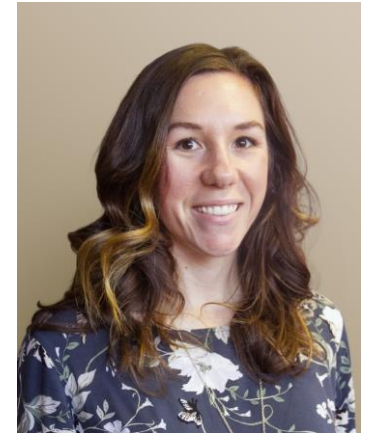
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Session Logistics

- **Handouts:** Session handouts are available for download in the handouts section
 - ❖ Handouts are also available on our Events and Conferences webpage
- **Questions:** Enter questions/comments in the questions box
- **Feedback:** Please complete the pop-up survey at the close of the session
- **Certificate of Attendance:** A link to a certificate of attendance will be emailed in 24-hours
 - ❖ Must attend the entire live session
- **On Demand:** Session recordings will be available for on-demand access following the close of the conference on the Events and Conference webpage at <http://www.gadoe.org/sdeevents>
 - ❖ On-demand views are not eligible to receive a certificate of attendance

About Your Presenter

- Ashley Harris
 - *Director, Whole Child Supports & Strategic Partnerships*
- Cheryl Benefield
 - *Mental Health & Wellbeing Coordinator*
- Mary Lauren Salvatore
 - *Integrated Wellness Coordinator*



Session Goals

- Introduce participants to:
 - the Office of Whole Child Supports
 - the concept of health barriers to learning and development
 - Risk and protective factors, data, and training
 - Wraparound supports and the Whole Child Model School Certification

Office of Whole Child

Purpose Statement: The Office of Whole Child Supports assists districts/schools and communities in identifying and addressing student non-academic barriers to success.





Office of Whole Child Supports

- Mental Health and Wellbeing
 - Georgia Student Health Survey/Student Wellness Survey
- Integrated Wellness
- School Safety
- Wraparound Support Services
 - Whole Child Model School Certification

Connecting the Dots





Integrated Wellness

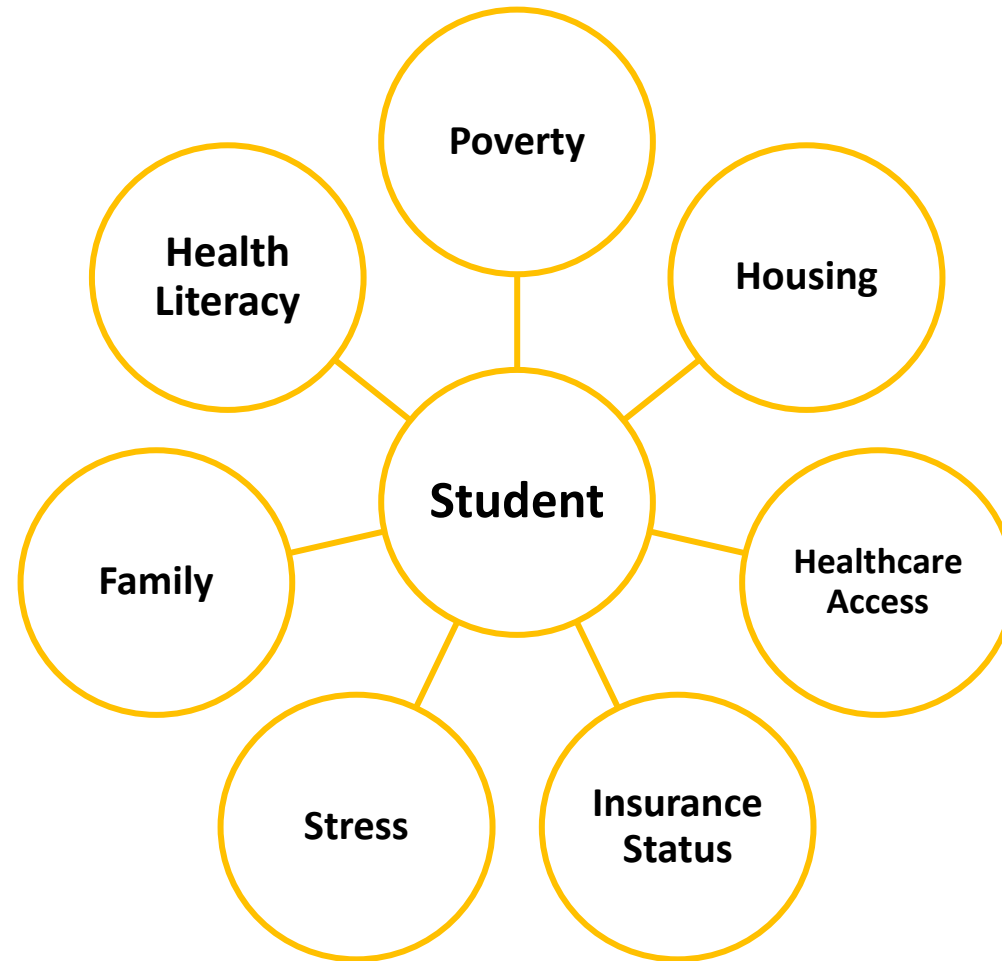
A comprehensive approach to safe, supportive, and healthy school environments.

Health Barriers to Learning and Development (HBLDs)

Prevalent and persistent health conditions that when left unrecognized or unaddressed, can interfere with a child's ability and motivation to learn.

[Children's Health Fund: Health Barriers to Learning 2017](#)

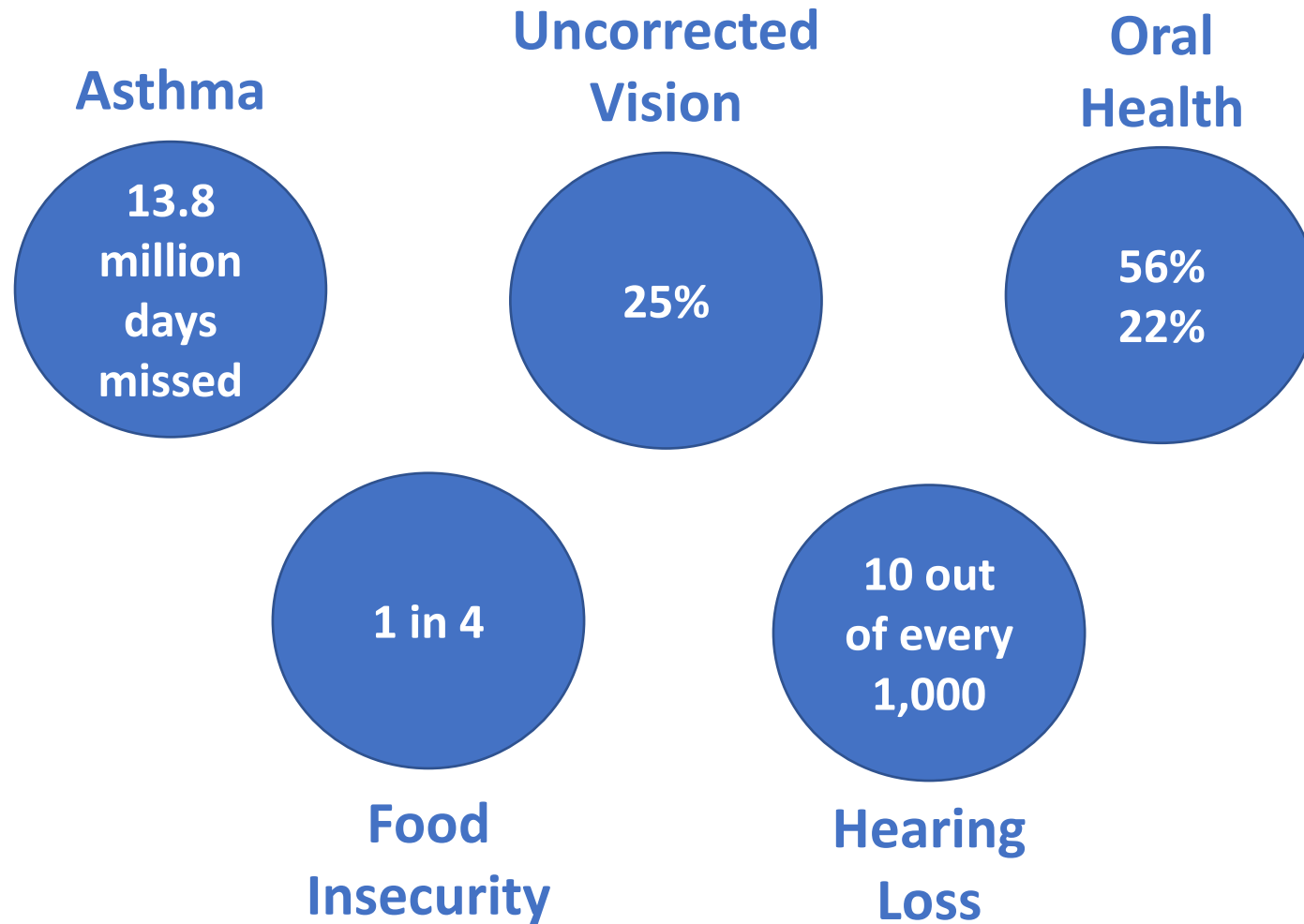
Factors that Influence HBLDs



What are the HBL(D)s?

- Uncontrolled asthma
- Dental pain
- Unaddressed hearing problems
- Persistent hunger
- Uncorrected vision problems
- Lead Exposure*
- Behavioral and mental health problems
- Language skill deficits**

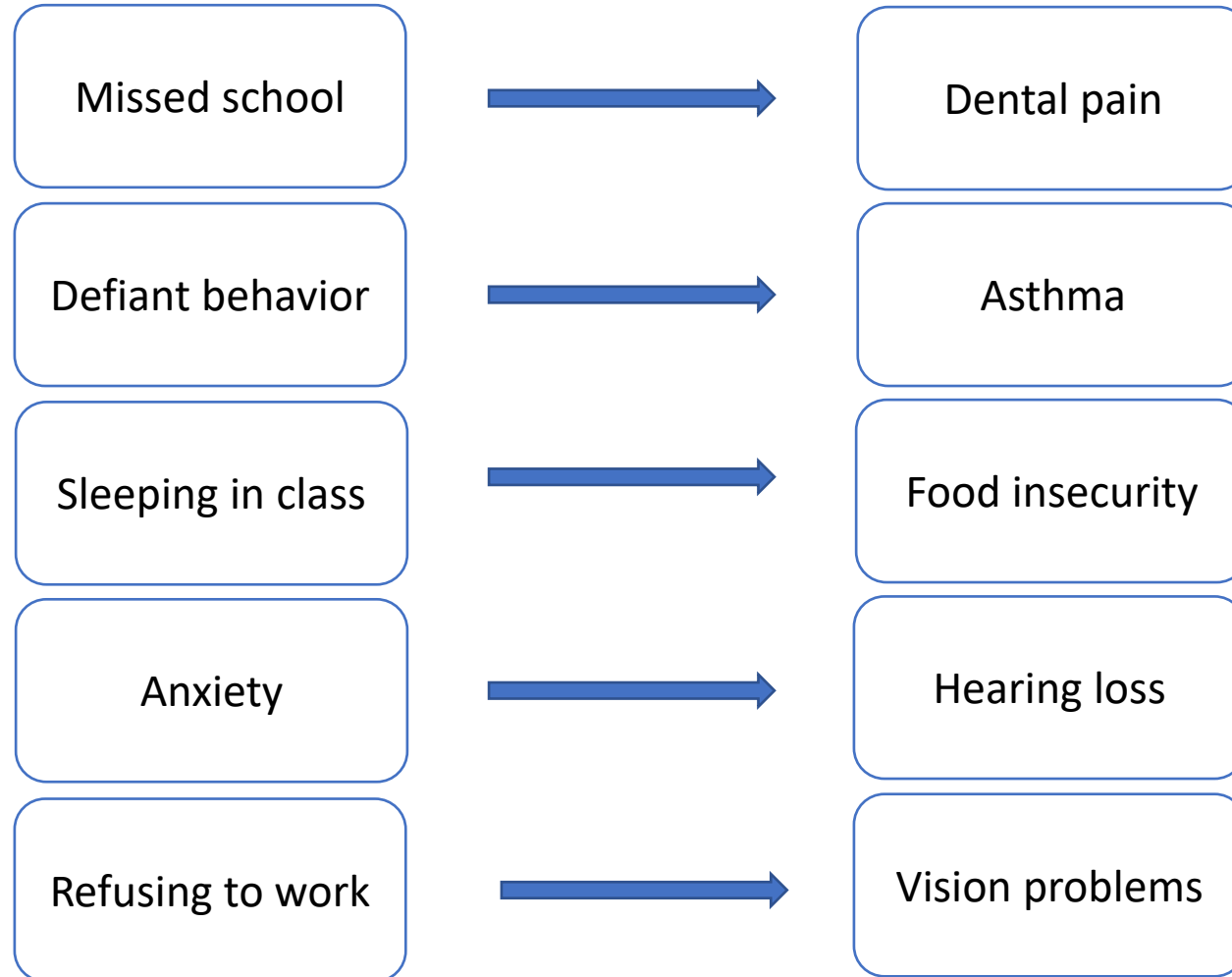
Collective Evidence



Source (2,3)

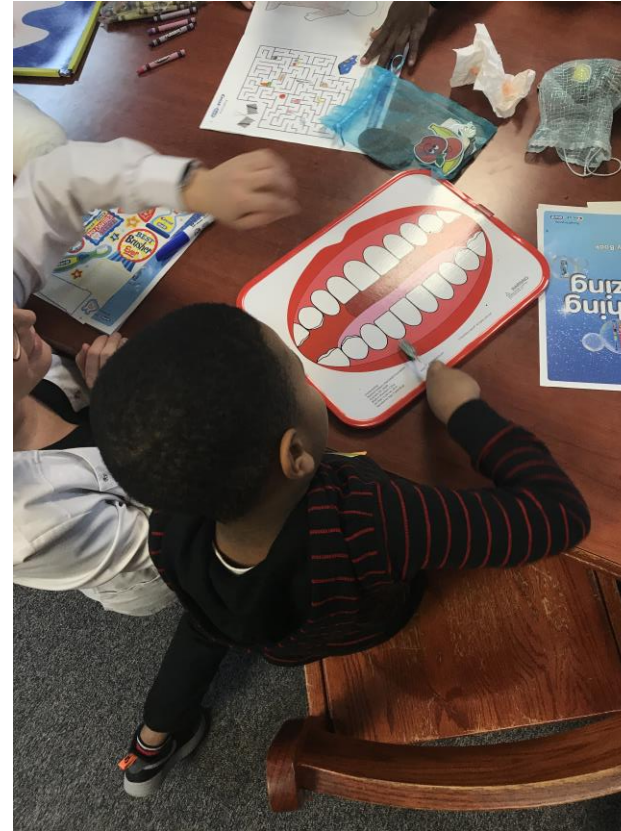


What did we miss?






HBLD Toolkit – A Preventive Approach

- How to conduct screenings
- Suggested local and state level partners
- Free – low-cost screening tools
- Recommended response/follow-up
- [Digital Toolkit](#)



Toolkit Snapshot

HEALTH BARRIER TO LEARNING	SCREENING AND OBSERVATIONAL TOOLS	EXAMPLE FOLLOW-UP ACTIONS	PARTNER ORGANIZATIONS AND RESOURCES
<p>Asthma</p> 	<p>Screening method:</p> <ul style="list-style-type: none"> 12-item questionnaire <p>Completed by: Parents Time to complete: 5 min. Cost: Free</p>	<ul style="list-style-type: none"> Ensure students with asthma have asthma action plans on file Asthma-Friendly Schools Toolkit Indoor Air Quality Tools for Schools Action Kit Ronald McDonald House Charities Care Mobile (Metro Atlanta Only) 	<ul style="list-style-type: none"> Georgia Department of Public Health (GDPH) – School Nursing Program Children’s Healthcare of Atlanta (CHOA) Georgia Asthma Coalition Univ. of Alabama Birmingham asthma study
<p>Oral Health</p> 	<p>Screening method:</p> <p>American Academy of Pediatrics Oral Health Risk Assessment</p> <p>Completed by: Parent, nurse, dental hygienist, oral health professional</p> <p>Time to complete: 5 min. Cost: Free</p>	<ul style="list-style-type: none"> GDPH Oral Health Services for Schools <ul style="list-style-type: none"> Brushing Fluoride Dental sealants Contact GDPH Mobile dental care units (e.g. Help a Child Smile) 	<ul style="list-style-type: none"> GDPH Oral Health Services for Schools Federally qualified health centers (FQHCs) Georgia schools of dental hygiene Local dentists/hygienists Volunteer health providers Physicians offering fluoride varnish in their practices
<p>Vision Problems</p> 	<p>Screening method/tool:</p> <ul style="list-style-type: none"> Visual acuity chart SPOT Vision Screener <p>Completed by: Nurse or trained volunteer</p> <p>Time to complete: 1 min. Cost: Variable²</p>	<ul style="list-style-type: none"> Create a screening protocol Have staff trained to perform screening Establish a partnership where eligible students can receive glasses free of charge 	<ul style="list-style-type: none"> Georgia Lion’s Lighthouse Foundation Lions Clubs GDPH Districts Vision 2 Learn Georgia Communities in Schools

Supports & Data



Trauma/ACEs/Risk Factors

- Physical abuse
- Emotional abuse
- Sexual abuse
- Physical neglect
- Emotional neglect
- Parental mental illness
- Incarcerated relative
- Mother treated violently
- Household substance abuse
- Not being raised by both biological parents



Risk Factors Are Correlated and Cumulative

Risk factors tend to be positively correlated with one another and negatively correlated to protective factors. In other words, people with some risk factors have a greater chance of experiencing even more risk factors, and they are less likely to have protective factors.

SAMHSA
Substance Abuse and Mental Health
Services Administration



Both Risk and Protective Factors Can Be Associated With Multiple Outcomes

Though preventive interventions are often designed to produce a single outcome, both risk and protective factors can be associated with multiple outcomes. For example, negative life events are associated with substance use as well as anxiety, depression, and other behavioral health issues. Prevention efforts targeting a set of risk or protective factors have the potential to produce positive effects in multiple areas.



The presence of protective factors, particularly safe, stable, and nurturing relationships, can often mitigate the consequences of ACEs.

Protective factors are attributes that serve as buffers.

- Children's Trust Fund



Suicide Protective Factors: Connectedness

High School Students are Less Likely to Attempt Suicide if They Trust Adults, Study Says



AP PHOTO

By [Kate Elizabeth Queram](#),
Staff
Correspondent

SEPTEMBER 17, 2019 05:09 PM ET

New research about rural high school students found that suicide prevention should involve fostering strong connections to adult staff members.

2019-2020 Student Survey Results

*Statewide results - 725,229 students (grades 6-12)

54%

388,604

Do not **strongly agree** that
*There is an adult at school that I
can talk with if I need help*

DROWNED VOICES DON'T
COME BACK AS WHISPERS.
THEY COME BACK AS ROARS.

-WORDSWORTH-

Surveys

Georgia Student Health Survey (GSHS)

- 91 questions on middle/high school survey (grades 6-12)
- 15 questions on elementary survey (grades 3-5)

FY21 Student Wellness Survey

- Brief 33 question survey developed by GaDOE for middle and high school students for the 2020-2021 school year
- Based on questions from the GSHS

Georgia School Personnel Survey (GSPS)

- Administered annually to teachers, staff and administrators
- 31 questions

Georgia Parent Survey

- Administered annually to parents
- 24 questions

Georgia Student Health Survey (GSHS)

- The GSHS is an anonymous, statewide survey instrument developed by the Georgia Department of Education in collaboration with other state partners.
- The GSHS identifies safety and health issues that impact student achievement.

FY21 Student Wellness Survey

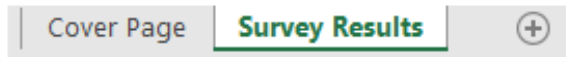
- GSHS was not administered this school year.
- A brief 33 question **Student Wellness Survey** was developed using select questions from the GSHS.
- The 33 question Student Wellness Survey was anonymous and completely voluntary.
- Student Wellness Survey data should be available in early June.

Survey Results

School, district and state level GSHS summary reports are available on GaDOE public website.

GSHS Instructions for 2019 and following years

- 1) Survey results are now available in Excel spreadsheet format.
- 2) Click on the **Survey Results** tab to open the spreadsheet and view your survey results.



- 3) The spreadsheet opens in read-only format. Choose **Edit Workbook** to work within the spreadsheet.



GSHS Survey Results



List By Year:

2020 2019 2018 2017 2016 2015 2014 2013 2012 2011 2010 2009 2008

GSHS Survey Results

List By Year:

2020 2019 2018 2017 2016 2015 2014 2013 2012 2011 2010 2009 2008

Total number of items for 2020 are : 2,745

- Statewide Results: (2)
- System-Level Results: (370)
- School-Level Results: (2,373)
 - System School: Appling County (5)
 - 601 - Altamaha Elementary School.xls
 - 601 - Appling County High School.xls
 - 601 - Appling County Elementary School.xls
 - 601 - Appling County Middle School.xls
 - 601 - Fourth District Elementary School.xls
 - System School: Atkinson County (4)
 - System School: Atlanta Public Schools (99)
 - System School: Bacon County (3)
 - System School: Baker County (2)
 - System School: Baldwin County (4)

RESA/GaDOE MHAT Project

Who? GaDOE and 16 Regional Education Service Agencies (RESAs)

What? Provide schools and districts with research driven and evidence-based mental health training

Why? To help school leaders, teachers, and staff more effectively assess and address student mental and behavioral health needs to improve educational and life outcomes for their students

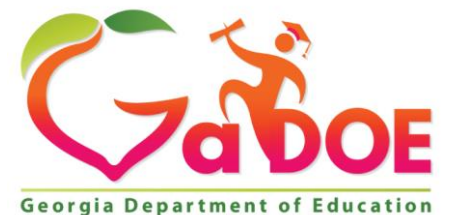
How? A menu of trainings from contracted organizations throughout Georgia

When? Scheduling trainings on demand since 2018

Internal Structures & Support



Offering a holistic education to **each and every child** in our state.





Wraparound Services

What are wraparound services?

- are resources to address student articulated barriers to their academic success.
 - Every student, community and school will need something different
- are coordinated between families, the community and the school
- integrated Student Supports

GaDOE Wraparound Support Approach RESA Wraparound Coordinators

The Georgia Department of Education's wraparound initiative is a response to the growing need to address non-academic barriers to student learning, and to a body of research that shows students are better able to learn and achieve when those barriers are removed.

In keeping with the Georgia Department of Education's strong belief in ensuring regional supports for districts and schools, GaDOE is leveraging its strong partnership with the RESAs to fund wraparound services coordinators across the state to grow capacity, support scalability, and ensure sustainability.

GaDOE's Wraparound Framework



Building Upon Georgia's Systems of Continuous Improvement

Focuses on the systems and structures (the “what”) that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model (the “how”) to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts.

The Wraparound Sequence

8 Phases Integrated into Georgia's System of Continuous Improvement

Identify Needs

1. Listen, Learn and Analyze Data

Select Interventions

2. Determine Priorities
3. Locate and Identify Resources

Plan Implementation

4. Create and Redefine Partnerships
5. Find Funding
6. Design Delivery Service

Implement Plan

7. Link Students and Families with Services

Examine Progress

8. Monitor and Evaluate Services and Supports



The framework allows for flexibility within the phases to adapt to local school needs.

Whole Child Model School Certification

Whole Child Model School (WCMS) Certification provides a pathway and playbook for schools to remove non-academic barriers to student learning and to expand academic opportunities to increase achievement.

- Working with a group of pilot districts, other state agencies and partners, and staff from across our agency, GaDOE's Office of the Whole Child will develop:
 - Manual for becoming a Whole Child Model School,
 - Root cause analysis and needs assessment tools,
 - Community asset mapping template,
 - Rubrics for certification,
 - Community engagement and partnership guides, and
 - Process for aligning non-academic needs, services, and supports to existing the school and community strategic plans.
- 11 schools/4 districts currently working towards certification
 - Application process for the 2022-2023 Cohort will be announced in November 2021

Let's make the language clear...

- **Community School Strategy**- a model for school improvement focusing on key areas:
 - Integrated Student Supports
 - Expanded and enriched learning time and opportunities
 - Strong and Proven curriculum
 - High-quality teaching
 - Family and community engagement
 - Collaborative leadership and practice
- **Communities In Schools**- a national youth advocacy organization that specializes in integrated student supports, one of the key areas of a community school approach
- **Whole Child Model School**- Georgia's name for the community school strategy

Key Takeaways

- The Office of Whole Child Supports assists districts/schools and communities in identifying and addressing student non-academic barriers to success.
- Look beyond behavior to identify the root cause, such as health barriers to learning and development like dental pain, food insecurity, or uncontrolled asthma.
- Use multiple data sources and include student voice to determine which supports are needed.
- Mission driven, data informed destinations!

Q&A

Session Feedback

Thank you for attending our session!

- Please take a moment to provide your feedback on the pop-up survey at the close of the session.
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Share your conference highlights now!

twitter  **@georgiadeptofed**

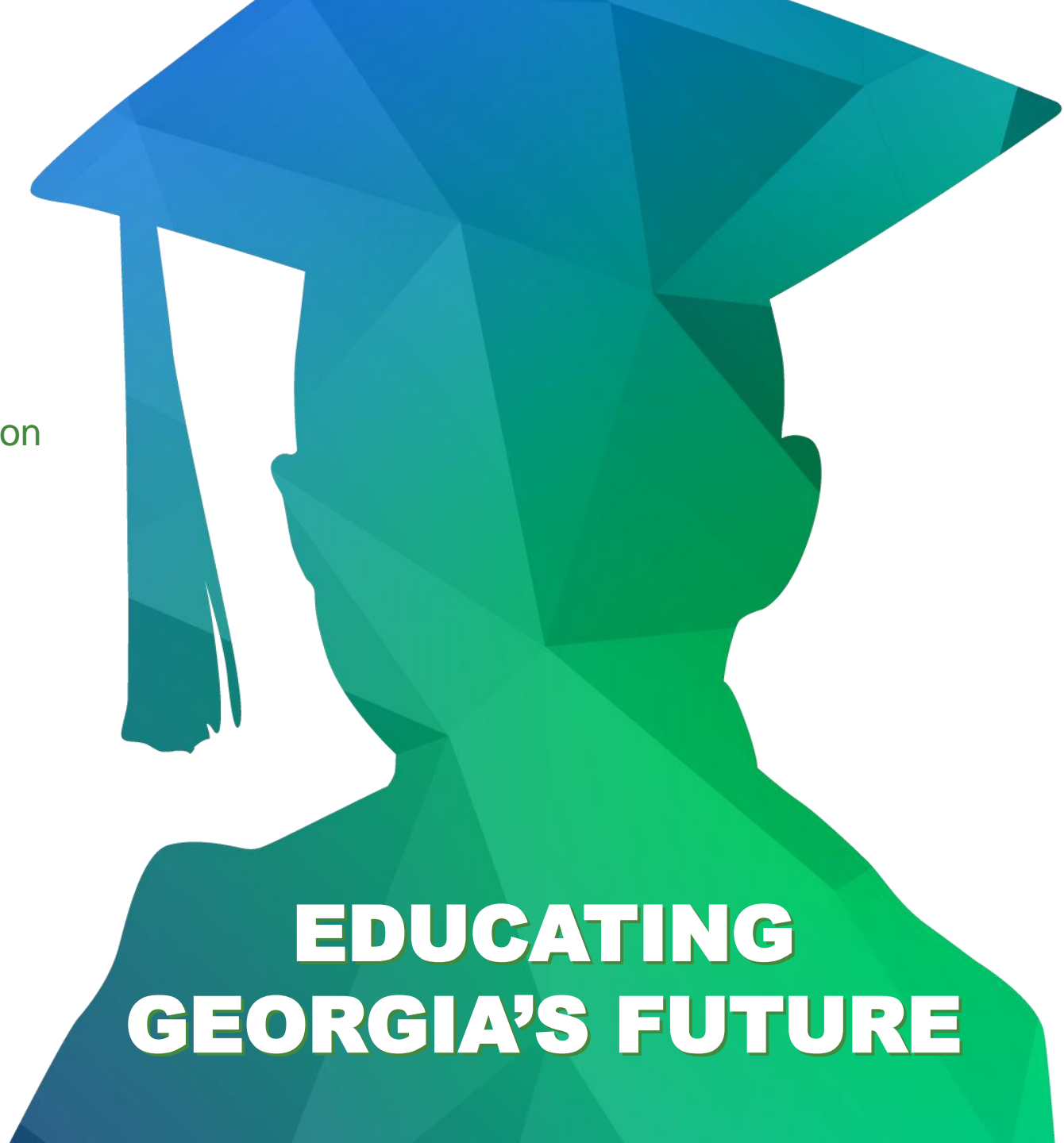
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GEORGIA'S FUTURE**

