

WELCOME!

This event will start shortly. In the meantime,
visit us at OhioFamiliesEngage.osu.edu

Ohio Family Engagement
— LEADERSHIP SUMMIT —

Family Engagement

BY DESIGN

ABOUT ME

Jhuma Acharya

Family Engagement and DEI Specialist

Licking Heights Local School District, Pataskala

Third Year Ph.D Student

College of Social Work @ OSU



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Licking Heights
LOCAL SCHOOLS

Located East of 270, City of Pataskala, Licking
County, 35 square miles of radius

Established in 1957, later unified with
Jersey township and became Licking
Heights Local School District



Mission Statement
Elevating Every Learner
to
New Heights





Licking Heights
LOCAL SCHOOLS

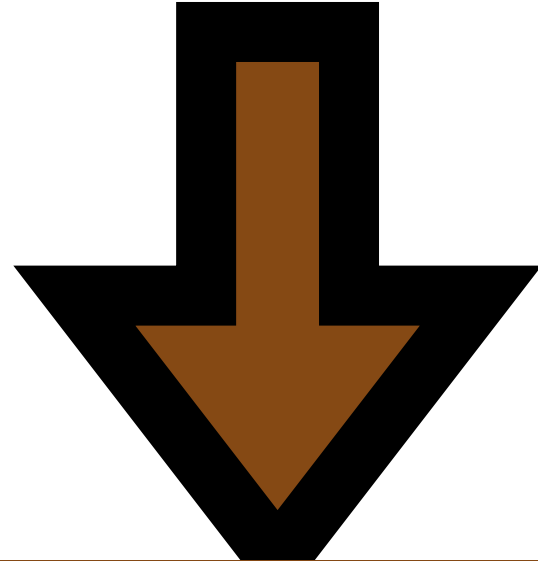
1 PRE- SCHOOL

3 ELEMENTARY SCHOOLS

1 INTERMEDIATE
SCHOOL

1 MIDDLE SCHOOL

1 HIGH SCHOOL



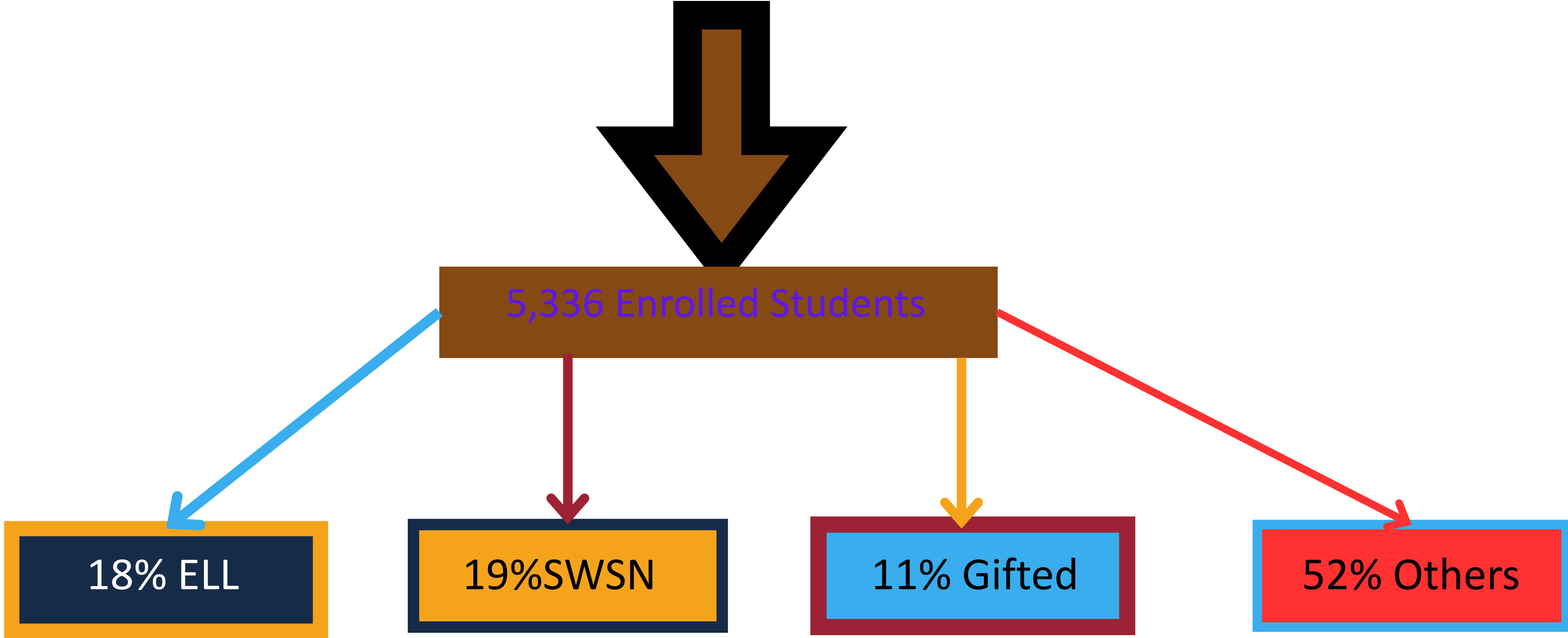
5,336 Enrolled Students

18% ELL

19% SWSN

11% Gifted

52% Others





TOP 5 LANGUAGES SPOKEN

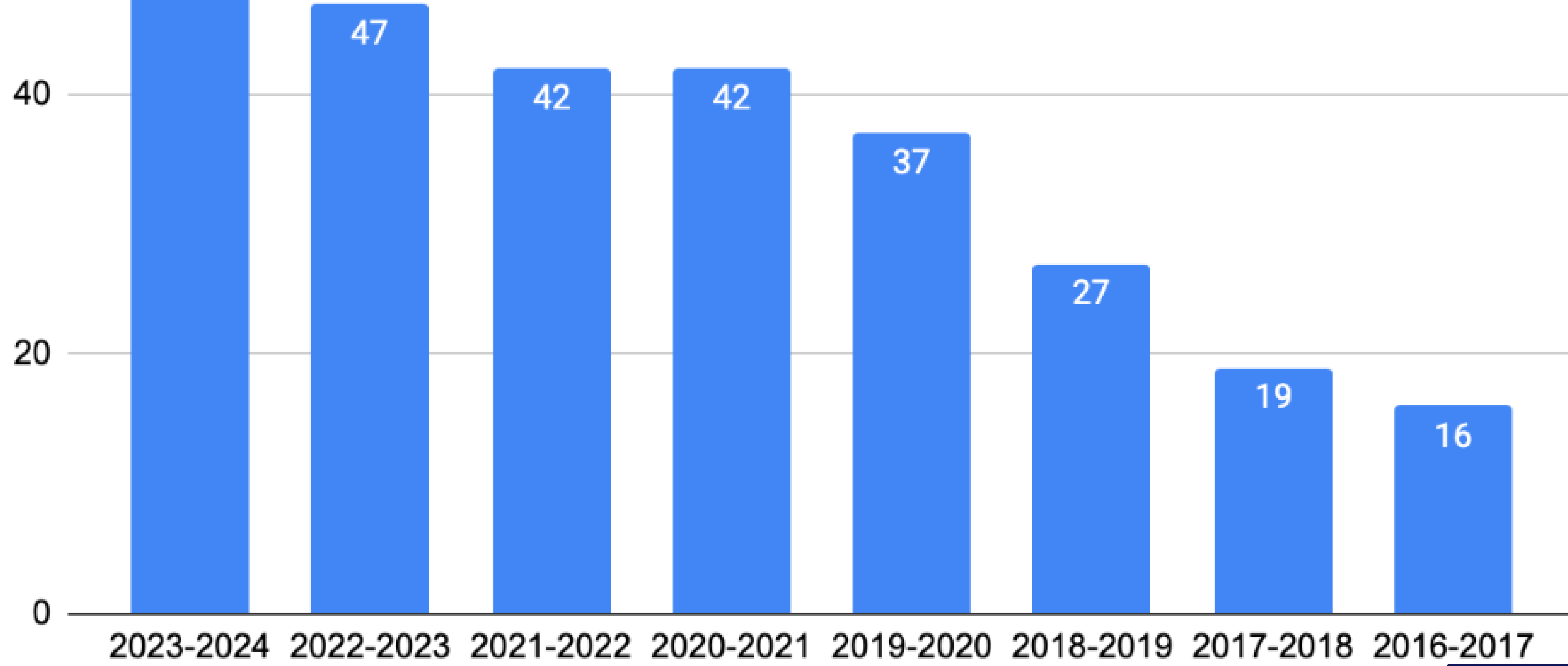
Nepali

Somali

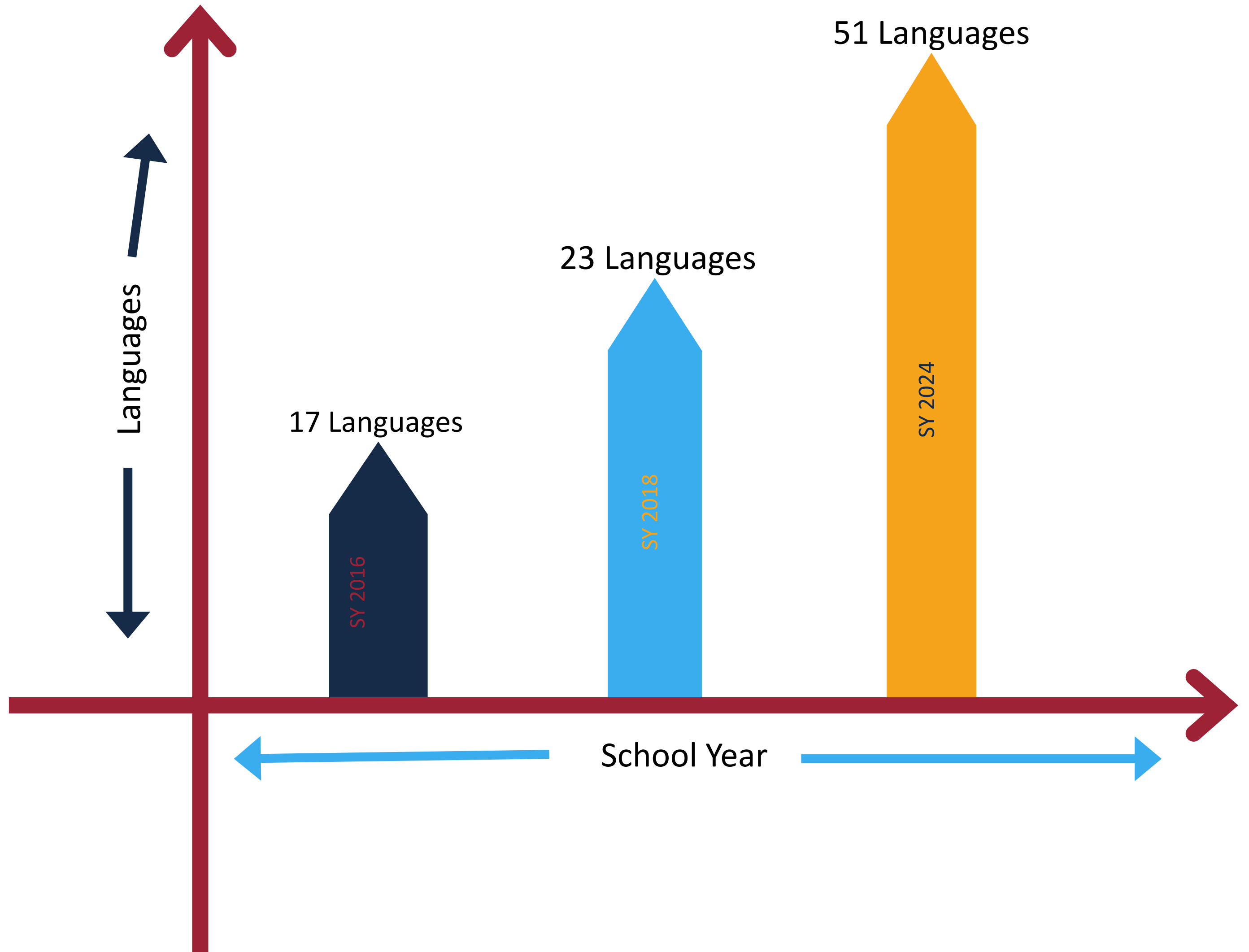
Amharic

Spanish

Oromo



Linguistic Shift



Our New Direction



As a district, we moved from the directional names
Our new names are symbolic of purpose, characters and excellence
that honors the past , while looking for bold and bright future.



Five of our schools
renamed starting in the
2024-25 school year.



South Elementary is Broad Peak Elementary.



West Elementary is Everest Elementary.



Central Preschool is Pathfinders Preschool.



Central Intermediate is Summit Station Intermediate.





Our New Names

Our preschool is renamed **Pathfinders Preschool**.

South Elementary became **Broad Peak Elementary**, *signifying its location along historic Broad Street, which stretches for over 25 miles across Licking County and was first laid out in 1797.*

Central Intermediate became **Summit Station Intermediate** as a tribute to the village of Summit Station in which it is located. The name also harkens back to a time when North was called Summit Primary and Central was known as Summit Elementary.

West Elementary became **Everest Elementary**, named after the world's highest mountain. It is a deeply symbolic natural landmark all around the world, symbolizing adventure, accomplishment, challenge, determination, and majesty.

The new elementary school will be called **Lima Ridge**. This name memorializes its location in what was once Lima Township. Though Lima Township no longer exists, the name familiar to so many will live on in the new elementary school.

We Provide the Right Opportunity

We are Welcoming

We Celebrate Diversity

We Adapt to Change and Growth

We Commit to Strong Communication

LH_Pillars of Success

WE USE NNPS MODEL IN THE FOLLOWING ACTION STEPS

We strive to challenge and encourage our students to reach their highest potential, inspiring them to climb their own personal Everest—this motivation guided our name selection

We transitioned from directional names to symbolic ones, representing purpose, character, and excellence—honoring the past while embracing a bold and bright future.

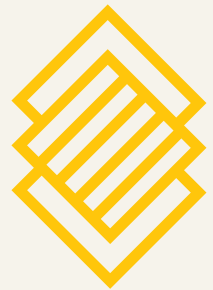
District Priority
on
Community
Engagement and building the
pillar of success

New Initiatives like
Community walk and
listening sessions by the
district leaders

increase resources for
our families though
out partnership with
Community partners

New communication
tools for effective 2
way communication
with families

DISTRICT LEADERSHIP'S ROLES IN ENHANCING FAMILY ENGAGEMENT



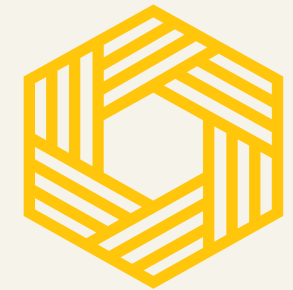
District Priority on
Community
Engagement and
building the pillar of
success



Vision Setting and
Policy Development on
family Engagement



Building Capacity



Shifting from
conventional Parent
Involvement towards
Modern approach of
Family Engagement

**DISTRICT
PRIORITY
on
Community
Engagement**

Goal 1: Communication

Increase two-way communication between all stakeholders

Goal 2: Engagement

Develop and implement improved family engagement plans

Goal 3: Collaboration

Cultivate active collaboration with parents, partners, community leaders, and organizations

Our Strategic Planning on FE



- Weave FE in our curriculum through Equitable Collaboration
- Build Community Capacity through authentic relationships between families, schools, and community stakeholders
- Regard Families as Partners, Assets, and Experts, not just mere visitors
- Consider Educators as constant learners through improvement in their practices
- Balance powers, provide decision-making power to families, and provide space for their voice and influence (Epistemic model)
- Create Family-driven FE goals, that are attainable, bidirectional, and culturally appropriate

Our New Approaches on FE



Community Walk/Neighborhood Walk

Home visits

Community Listening Sessions

Community Meetings

Creating Community Ambassadors

Incorporating Community Voices in our efforts



Re-branding of the School's name

- People wanted fresh, new, original names to reflect the diverse experience of being a Licking Heights Hornet
- It was of utmost importance that we incorporate the voice of our community into this process.
- Series of community discussions led numerous focus groups, sent numerous surveys, and held multiple town halls
- 50 different personal interviews with Licking Heights staff and community members
- included teachers, support staff, current students, alumni, lifelong district residents, families new to our district, administrators, booster organizations, and more.



Our new Approach

Testimonies: What we heard in our
conversation with our families

- **Community Walk:** a community walk is an initiative designed to strengthen the relationship between schools and the communities. Community walk typically involves school staff, including teachers, administrators, and district leaders, who are out in the neighborhoods to meet families and have a casual conversation about school.
- This is what one parent told us.
- "I never imagined a teacher and principal would come to our neighborhood and have a conversation about school. Seeing you walk through our neighborhood and take the time to understand our lives made me feel safe. I've always felt a power difference, but having you come to us, listen, and learn about our experiences made me feel more connected to the school.' This simple act of stepping into their world transformed our relationship, fostering a deeper connection and trust between the school and our families."**

Listening Sessions

Structured opportunities for families, community members, and stakeholders to share their thoughts, concerns, and ideas directly with school or district leadership, including the Superintendent and other district directors. The leaders intentionally listen to them without judgment.

This is how a parent in a listening session expressed at the end of the meeting

- “This was an incredible meeting—sitting with the superintendent, having him genuinely listen to our concerns, and seeing him intentionally write them down for solutions was a true display of great leadership. It wasn’t just a meeting; it was a meaningful step toward engaging parents and families in the right direction. I felt valued and heard, and that’s the kind of leadership we need in our schools to provide the best education for our children.”

Community Meetings

Community meetings are held in the community hubs which are the cornerstone of our family engagement initiatives. These meetings reinforce trust and inclusion by bringing the conversation to the very heart of our communities, ensuring that every voice is heard in a setting that feels both familiar and welcoming.

- “The participants of the meeting were very happy and excited as one mother, unable to hide her enthusiasm, voiced a sentiment that seemed to echo the collective feeling: "This is exactly what I've been hoping for from our school—to meet families where they are, to understand their lives, and to advance together. Today's meeting has entirely changed my view. It now feels as though the school's doors are always open for me to step into my son's classroom whenever I wish”.

As the meeting concluded, the priest and temple members offered sweets and tea, followed by a religious blessing for continued collaboration. The priest emphasized the temple's welcoming nature and invited teachers to learn more about their community. One participant, overwhelmed by the school's initiative, remarked, "Seeing you ask about our problems makes me feel valued”.

Ms. Wade conveyed her deep respect for the setting, remarking, "It was such an honor to be in such a holy place," and emphasized that the school's doors are always open to the community and families for any conversation”

Home Visits

Home visit initiatives are programs where educators, including teachers, administrators, and sometimes support staff, visit students' homes to meet with families in a more personal and comfortable setting. These initiatives are designed to build stronger relationships between the school and the families, fostering trust and improving communication. One of our parent expressed in the following way

- “What changed everything for me was the home visit. When I first got the call, I was skeptical—I honestly thought it was a CPS visit. But when the teachers showed up at my door, ready to sit in my living room and talk about my child, I realized this was something different.
- Their willingness to come to my home spoke volumes. It wasn't just a routine visit; it was a genuine effort to partner with me in my child's education. That gesture made me feel valued, and for the first time, I saw them as true partners who genuinely cared about my child. That made me feel so welcome that now, even when they share difficult truths, I'm okay with it. That's how much the home visit changed my perspective—it turned a skeptical parent into a trusting partner.. “**

THANK YOU FOR WATCHING!

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Family Engagement

BY DESIGN



Ohio Statewide
**Family
Engagement
Center**

— at The Ohio State University —



Ohio Statewide Family
Engagement Center



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