

APS Whole Child Working Group

Meeting #1 Notes

Thursday February 11, 2016, 6:30 to 8:30 PM

Education Center, Rooms 101 A&B, 1426 N. Quincy St., Arlington VA 22207

Web site <http://www.apsva.us/wholechild>

Meeting Objectives

- Share who are we
- Understand the charge and how this will support School Board decision making
- Hear about ASCD's Whole Child framework
- Share the working group's resources and some operational items

1. Introductions

Working group chair, Heather Sauve welcomed the group the first meeting

School Board chair, Emma Violand-Sanchez welcomed the group as well and introduced Lisa Ling who then let the group through a mindfulness exercise.

Heather then acknowledged that we have an ambitious schedule and that we understand if members cannot attend. She noted that of the members had alternates participating on their behalf, and she encouraged this practice.

Heather then asked members of the group to introduce themselves, telling us who they are, their relationships to APS, the community, this and what inspires them. We heard a wide range of stories that were not captured in the notes. *Staff will look for a way to capture this information from members, so that the information can be used by the group.*

Members and alternates who participated in the exercise include:

Heather Sauve, Sean Slade, Nadine Asef-Sargent (alt. for Paul Patterson), Terron Simms, Teri Adkins, Robert Garcia, Cathy Celestino, Tim Cottman, Rachel Bedell, Amy Maclosky, Linda Henderson (alt. for Devanshi Patel), Renee Madigan, Meredith Purpen, Hareth Andrade-Ayla, Rosa Briceno, Alicia Guajardo, Youssef El Mahmoudi, Pam McClellan, Kelly Mountain, Kelly Krug, Tito Vilchez, Joan Mountain Elliot, Joe Chodkiewicz, JC Sanchez, Sharon Lawrence, Sam Stebbing, Kelly Alexis, Lisa Ling., Emma Violand-Sanchez and Lisa Stengle

Later in the evening County Board liaison Katie Cristol joined the meeting and Emma introduce her in to the group.

2. Review of the Whole Child Working Group's Charge

Emma reviewed the working groups charge ([APS Whole Child Working Group Charge](#)). She went through the items that the School Board is looking wants from the group. They include:

- Define APS's vision for supporting the whole child.
- Consider what other communities and/or organizations are doing to support the whole child.

- Develop a framework for identifying whole child needs and services in APS and across the community, and where linkages, gaps, barriers, challenges, and/or opportunities exist.
- Recommend short-term, medium-term, and long-term goals, criteria, and/or a process to assist the School Board in developing a sustainable system to support the whole child.

Emma made it clear that the format of the “deliverables” as well as the process used to develop the deliverables are up to the group.

3. Overview of ASCD’s framework for the Whole Child

Heather briefly walked the group through the binder. The binder includes the following resources

- ASCD Framework and its poster (English and Spanish)
 - [ASCD CDC_WSCC Poster - English](#)
 - [ASCD CDC_WSCC Poster - Spanish](#)
- Hanover Research summary, “Best Practices in Whole Child Education” [Best Practices in Whole Child Education - Arlington Public Schools](#)
- A one page copy of the Search Institutes 40 *Developmental Assets* – things that every student should have. ([List of 40 Developmental Assets with Definitions](#))
- All documents are on the Whole Child Working Group Website <http://www.apsva.us/wholechild>

Heather encouraged members to share any resources with the group, and to email them to Lisa (lisa.stengle@apsva.us) if the items should be copied for the group and added to the website.

Heather then introduced Sean Slade, a work group member who also the Director of Outreach for ASCD (Association for Supervision and Curriculum Development). Sean provided an overview of ASCD’s Whole School, Whole Community, Whole Child framework which was developed by ASCD and the Center for Disease Control (CDC) and focuses on ensuring that students are healthy, safe, engaged, supported and challenged ([ASCD Whole Child](#)).

He went over the components of the visual. ([ASCD CDC_WSCC Poster - English](#))

The **GREEN LAYER** of framework focuses on student needs and reflects Maslow’s hierarchy. The elements identify that students need to be healthy, safe, engaged, supported and challenged.

Sean noted that Finland is probably the most reflective of a whole child focused education system and that they have strong results on international benchmarks. Approximately half of the students in Finland are identified with special needs, but it’s notable that the identifications are not associated with a stigma and due to the way that Finland supports all students.

In the development of the framework, it was acknowledged that schools are good at taking care of cognitive part of the student brain, while others are left to take care of the rest of the child’s need.

The **BLUE LAYER** of the framework identifies the areas of the school environment that support students. The ring includes 10 components: Health Education, Physical Education and Physical Activity, Nutrition Environment and Services, Health Services, Social and Emotional Climate, Counseling, Psychological and Social Services, Physical Environment, Employee Wellness, Family Engagement, and Community Involvement.

Community wraps the green and blue layer (**YELLOW LAYER**). This denotes that that schools are part of the community and that schools alone cannot take care of the whole child alone, and it should involve and use the community as a partner in the efforts.

Sean noted that ASCD has identified some key elements that are key to successful implementation of a Whole Child focus:

- School communities need a common framework so everyone understands what we are headed towards.
- The framework needs to also be owned by the community in which the schools exist.
- For a framework to be sustainable, it needs to flow back into the systems and policies of the school community, at all level. Examples included building this into school improvement plans, curriculum, etc.

The Whole Child Model was adopted by the CDC, and all future school related funding from the CDC for will reflect the Whole Child focus. Evidence will be based on the school health index and results from Youth Risk Behavior Surveys (YRBS).

Sean noted that many districts have implemented a Whole Child initiative that sits with in school health services, which is not the model that ASCD is encouraging.

ASCD is now investigating examples of Whole Child school communities and will provide examples to share in the future.

Questions from the group

Q. The graphic includes a white ring between the green and blue layers. What does that mean?

R. The white layer calls for coordinating policy, process and practice/improving leaning and improving health. ASCD includes this layer because these sectors need to come together to see where things can be coordinated and aligned. Improving learning and health is ultimate goal of this item.

Sean ended by saying that this resource is really geared towards educators, and building upon what they already have in place.

4. Review of committee resources and operational items

Heather walked the group through some of the resources in the binder. Members are encouraged to make sure all their affiliations are in the list of committee members are covered (**[Committee Members](#)**). Corrections can be sent to Lisa (lisa.stengle@apsva.us).

Lisa S. referred the group to the web page (www.apsva.us/wholechild). All members received a binder, but if they miss a meeting, they can find all the materials on the website.

Lisa S. and Emma talked about FOIA rules. If more than two members attend other meetings, please email that information to Lisa S. (lisa.stengle@apsva.us). We'll post that information in a public place.

Heather recognized that the working group has an ambitious schedule and that it will be difficult to attend all meetings. She encouraged members to send alternates to the meetings, particularly if they are identified

liaisons for other groups. And she encouraged the member and alternate to coordinate communication so that the information is being shared.

Heather requested that individuals review the documents in the binder Read documents before the February 23 meeting and consider things that are missing from the examples.

5. Open group discussion

School health pilot project with CIS is looking at absence rates and health data. Students with asthma are absent twice as often. It allows us to identify what else we can do to help students be successful. Prefer this work include measures so we can see if efforts are successful.

What's our plan for hearing more from our students? One sits on the group. To get more student input we'll need the committee to define what they want to do then we'll figure out how best to meet with students during school (pizza lunches), existing student advisory boards, etc.

Could website include organizations that members are involved? Yes, send additional information to (lisa.stengle@apsva.us). Next update will be after SB appointments on February 18.

Need buy in with teachers, administrators, and teachers – maybe we should think about reaching out to those groups as well. Chair cautioned group about going too deep too quickly, but instead calling out priorities for schools.

Is there an existing work that APS is using right now? Yes, ASSETS is one of the ways that we assess how it's going, a lot of things are going on but the connections may not be there.

Suggested that we need to define what we want become for the long term.

Excited about connecting the options about the community

Childhood obesity, important to note that while it's measured around school age, schools cannot be the only place to address this concern, and it's an example of why connections to the community are so important to this work.

6. Public comment

None.

Next Working Group Meeting #2 - TUESDAY, February 23, 6:30 to 8:30 PM,
Gunston Middle School Library, 2700 S. Lang Street