



APS Whole Child Working Group

Meeting #6 Agenda – Notes

Meeting Objective

Build upon work at previous meetings and refine the working groups' vision for the four remaining focus areas.

Prepare for the meeting

Review the [homework](#) posted on web page.

1. Welcome and introductions

Participants included: Heather, Dana, Meredith, Janneth, Joe, Amy, Cathy, Pam, Brenda Wilks, Alicia, Steve, Rosa, Teri, Youssef, Sam, Devanshi, Tito, Tim, Lourdes R., Mark, an alternate (?), Kim, Nadine, Paul, Robert, Dr. Murphy, Rene, Rachel, Beth and Tannia Talento.

2. Transition/focusing activity

Tim Cottman led the transition activity. Members spent the first couple of minutes with a partner discussing the origins of their name. The group then watched a short PBS video called "[Facundo the Great](#)". The narrator of the story recounts how the new kid at school became a hero when his teachers could not find a way to anglicize his name. Tim then asked the group why student names were important in context of Whole Child and several members offered linkages to the focus areas defined by the group.

3. Feedback on the Chairs the April 21 Update to the School Board ([Heather's presentation](#))

Barbara Kanninen shared that the School Board made the Whole Child a priority for current year, and she expects it to be a central topic in the next set of School board priorities, as well as in the development of the 2018-23 strategic plan.

Board members understand that the working group had a very short time to produce its deliverables, and that this was intention so the work could wrap up before end of school year. There is buzz about building on this work as staff gets ahold of it and begins to build it into existing processes. The APS Whole Child framework will be a living, breathing entity that will continue to evolve over time. What is unique is that this is the first time this SB is bring staff and the community in a new way, on other initiatives it is typically a community process supported by staff. Barbara closed by saying that we need community and staff buy in so that we can integrate this concept into our work daily and find ways to coordinate with the community to ensure that students are successful.

The Superintendent, Dr. Patrick Murphy followed and thanked working group members for being a part of the process. He shared some thoughts including:

- Work will mature, what we do today will be different in one year, 5 years and 10 years, so we need to remember that this is a good starting point.
- We're doing something that other divisions wish they could do.

- Frontiers have a both a cutting and a bleeding edge.
- Backdrop to this work is what's happening on national landscape
 - Pendulum beginning to swing to a better place
 - Learning is not just the core curriculum, it's more
 - Need to look at landscape and leverage resources
 - He shared a story about graduation and diploma requirement changes, looking at how we apply knowledge and use skills. Some Wakefield students and Lisa Labella went to the state board meeting to talk about senior project. Board members liked what they heard and felt this should be implemented across the state. Dr. Murphy reminded the board that the senior project has been going on for 17 years, and did not come out of the box as it is today. He was encouraged that the board is headed in the right direction.
- The Whole Child for APS is key to integration and connectedness. Its hard work. It will take time, and the work that you're doing (first pass) will shape what we intend when we say we want happy kids who are prepared for life after high, are productive members of the community and have multiple pathways to be successful.
- Questions – from the group
 - Is the end point the strategic plan? Yes, we're looking now at how we'll start the next series. This is the rock bed. Focused on a number of initiatives, and this is the thread that will tie things together.
 - Supt shared a story – Michael Jones, one of the students who was part of the integration of Stratford, attended a recent SB meeting. He talked with Mr. Jones about the decision around the historic designation of Stratford. Mr. Jones replied that it's all about being patient.
 - Pam McClellan shared messages about ASCD's Whole Child approach and the common language. She noted that while this is one element of the work, that there is also a horizontal component and that every department and school plays a role. She noted that this work will define APS values, and we expect to use the values consistently.
 - Supt. pushed this idea a bit and noted that Amy's Maclosky is responsible for school breakfast, but with a shift towards integration, all of us are responsible for meals.
 - Alicia noted that student voice is important and made sure to point out that a Wakefield student, Yousef is participating on the group.
- Heather then shared that the messages fit nicely with our charge. We are just now opening the door and getting ready to step out on the porch. Will keep molding and developing. She noted that the group is "getting the ball rolling". She noted that she'd had some feedback from members suggesting that we're getting too far down into the details. She reminded us that we need to step back and remember that this will evolve. It's ok if this is not perfect.

4. Refine the definitions

The main task of the evening was shared, the group was tasked with refining the framework for the following focus areas.

- Learning Knowledge and Skills
- Social & Emotional Well Being
- Family & Community Engagement
- Culture, Climate and Physical Space

- It was noted that a member liked the ASCD framework better, because it aligns with Maslow's hierarchy, and cuts across community and the school.
- It was asked if our framework was embracing the green ASCD circle (healthy, safe, supported, challenged and engaged), and the response was YES.
- Someone asked why we're not using ASCD model and wondered if we should vote on that.
- Heather said we were coming up with an APS version, because ASCD did not include all of the elements captured in our brainstorming.
 - The committee then went through process of refining the focus areas.
 - The changes to the focus areas area captured in the attachment to the notes.
- Later in the evening, someone noted that communication is a theme across the focus areas, it needs to be similar across all schools and provided in multiple messages and languages. Staff suggested that this could be a part of the recommendations for short, medium and long term goals.
- Group members had note cards for each of the focus areas and used those to capture changes they wanted in each of the focus areas.

5. Recap and preparing for final two meetings

Heather prepared the group for our next meeting. She asked each member to start thinking about are the short, medium and long term goals or suggestions that we will give to the school board in regards to the development of the Whole Child framework, assessment, resource coordination and implementation.

Ideas should be sent to lisa.stengle@apsva.us by May 9th. Heather will also send an email in advance of meeting 7 that includes some ideas, identifiers and more specific instruction to submit. Heather also encouraged everyone to think about your personal bio to include in the report.