



# Whole Child Working Group

Chair's update to the School Board

Heather Sauve

April 21, 2016

# Whole Child Working Group

- ▶ Help APS ensure that each child is healthy, safe, supported, academically engaged, and challenged.
- ▶ Develop a framework to inform School Board decision-making related to meeting the needs of the whole child.
- ▶ Provide groundwork for School Board priorities and next strategic plan.

# Deliverables

1. Define APS's vision for supporting the whole child.
2. Review approaches by other communities and/or organizations.
3. Develop a framework for identifying whole child needs and services
  - ▶ in APS and across the community, and
  - ▶ linkages, gaps, barriers, challenges, and/or opportunities.
4. Recommend short, medium, and long-term goals, criteria, and/or a process to assist the School Board in developing a sustainable system to support the whole child.

# Whole Child Working Group Membership

Comprised of almost 40 members of our community, including:

- ▶ APS Staff,
- ▶ Arlington County,
- ▶ Community Councils and Partnerships,
- ▶ APS students and recent graduates,
- ▶ APS parents,
- ▶ community members and
- ▶ PTA representation.

# Committee process

- ▶ Information sharing via [www.apsva.us/wholechild](http://www.apsva.us/wholechild)
- ▶ Researched existing frameworks for the Whole Child
  - ASCD, CIS Model, Fairfax Schools Portrait Of A Graduate, Geelong Positive Education Model, etc.
- ▶ Brainstorming our vision of the Whole Child for APS
- ▶ Bi-Weekly meetings to chart progress, review, collaborate, working towards a framework and structure



Collaborative for Academic, Social, and Emotional Learning

Geelong Grammar School

9

ABOUT WHAT IS SEL? SEL IN ACTION SEL IN POLICY SEL RESEARCH EVENTS DONATE

Social and Emotional Learning Core Competencies

CASEL has identified five interrelated sets of cognitive, affective and behavioral competencies. The definitions of the five competency clusters for students are:

- Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.
- Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, remaining resilient, and setting and working toward achieving personal and academic goals.
- Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
- Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, negotiating appropriate social pressures, requesting conflict constructively, and seeking and offering help when needed.
- Responsible decision-making:** The ability to make constructive and responsible choices about personal behavior and social interactions.



OUR UNIQUE MODEL

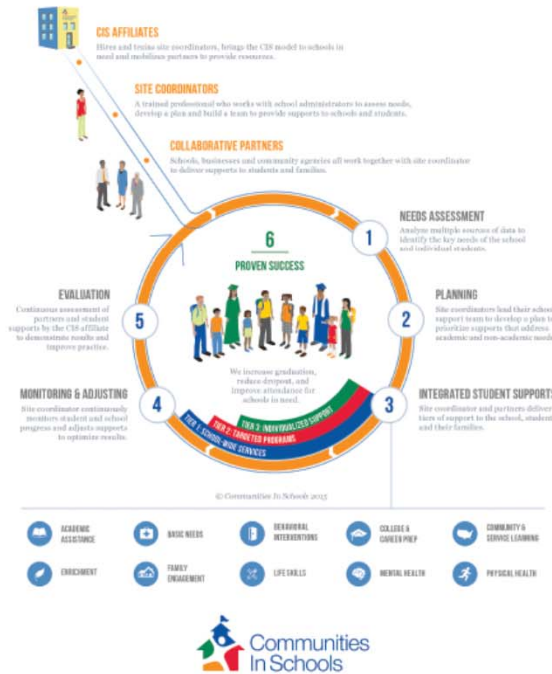
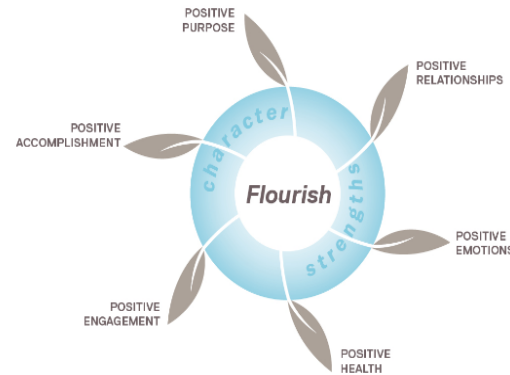


Figure 1: Developmental Assets with Definitions

External Assets		
Asset Category	Asset Name	Definition
Support	1. Family support	Family life provides high levels of love and support.
	2. Positive family communication	Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s).
	3. Other adult relationships	Child receives support from adults other than her or his parent(s).
	4. Caring neighborhood	Child experiences caring neighbors.
	5. Caring school climate	Relationships with teachers and peers provide a caring, encouraging school environment.
	6. Parent involvement in schooling	Parent(s) are actively involved in helping the child succeed in school.
Empowerment	7. Community values youth	Child feels valued and appreciated by adults in the community.
	8. Children as resources	Child is included in decisions at home and in the community.
	9. Service to others	Child has opportunities to help others in the community.
	10. Safety	Child feels safe at home, at school, and in her or his neighborhood.
Boundaries and Expectations	11. Family boundaries	Family has clear and consistent rules and consequences and monitors the child's whereabouts.
	12. School boundaries	School provides clear rules and consequences.
	13. Neighborhood boundaries	Neighbors take responsibility for monitoring the child's behavior.
	14. Adult role models	Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior.
	15. Positive peer influence	Child's closest friends model positive, responsible behavior.
	16. High expectations	Parent(s) and teachers expect the child to do her or his best at school and in other activities.
Constructive Use of Time	17. Creative activities	Child participates in music, art, drama, or creative writing two or more times per week.
	18. Child programs	Child participates two or more times per week in cocurricular school activities or structured community programs for children.
	19. Religious community	Child attends religious programs or services one or more times per week.
	20. Time at home	Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or

Participating Schools in Arlington The Institute, I. (2015). Developmental Assets Report. Search Institute. Retrieved from

THE GEELONG GRAMMAR SCHOOL POSITIVE EDUCATION MODEL



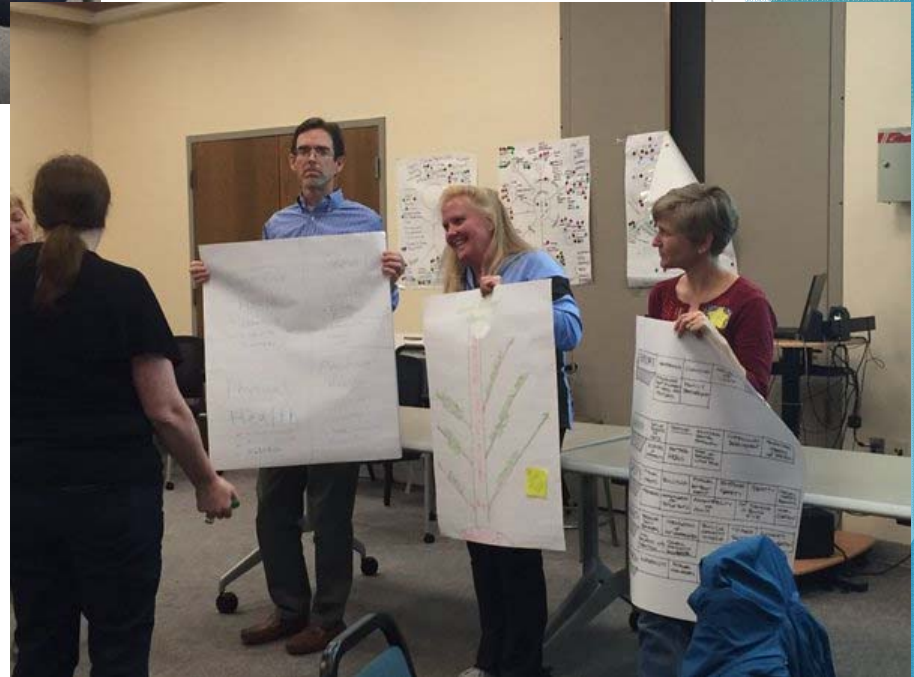
The GGS Positive Education model can be thought of as a road map of what people want for themselves, the students and their children. Good health, frequent positive emotions, supportive relationships, a sense of purpose and meaning, and moments of complete immersion and absorption – a life where a person uses their character strengths in ways that support the self and others, and that has flourishing at the heart.

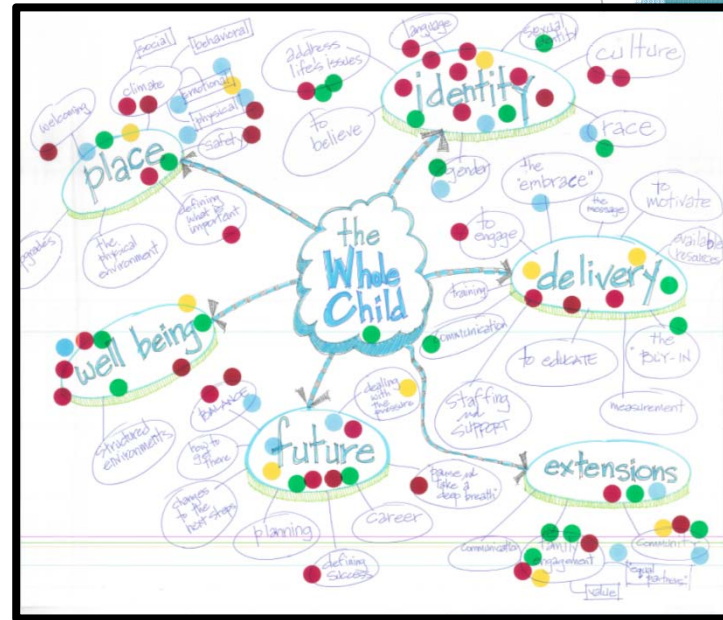
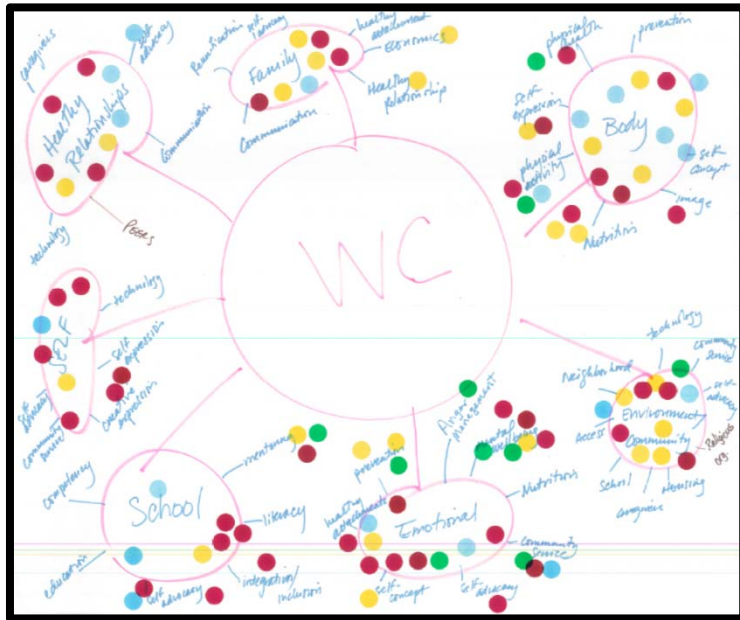
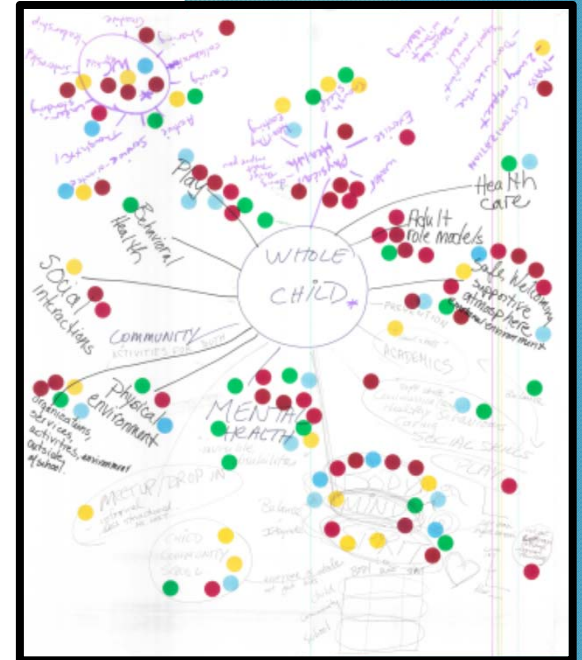
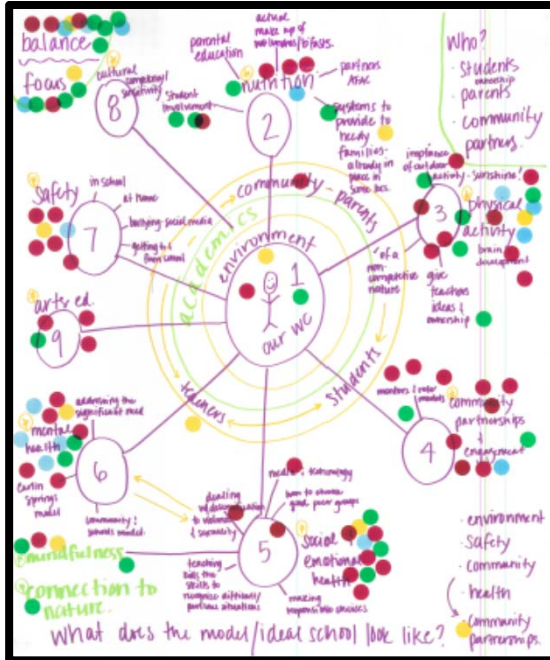
WHOLE SCHOOL  
WHOLE COMMUNITY  
WHOLE CHILD



For more information: The Whole School, Whole Community, Whole Child (WSCC) model combines and builds on elements of the traditional coordinated school health approach and the whole child framework. The focus is directed at the whole school, with the school in turn drawing the resources and influences from the whole community and acting to address the needs of the whole child. ASCD and the U.S. Center for Disease Control and Prevention (CDC) encourage use of the model as a framework for improving student learning and health in our nation's schools.

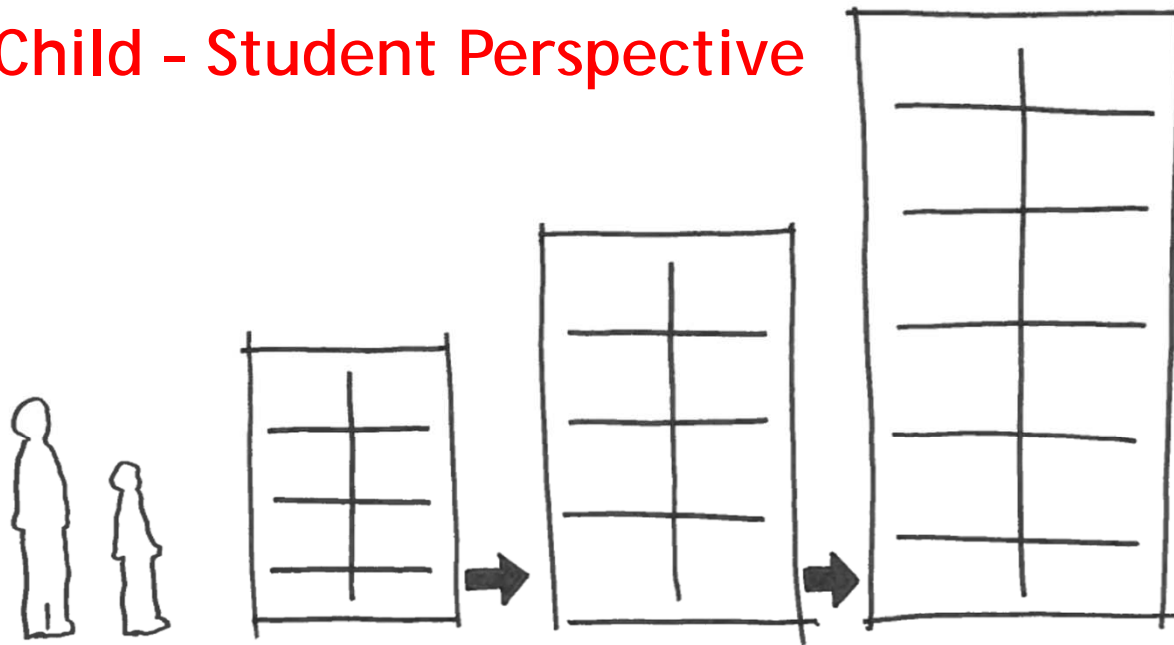








## Whole Child - Student Perspective



HOW - WHY - CURRENT SUCCESSES - DEFINE AREAS OF  
IMPROVEMENT

RESOURCES - ASSESSMENT - IMPLEMENTATION

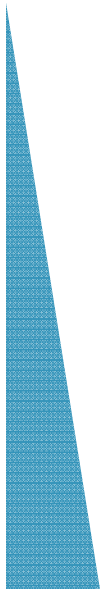
# Healthy - Safe - Supported - Engaged - Challenged

## WHOLE CHILD FOCUS AREAS:

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

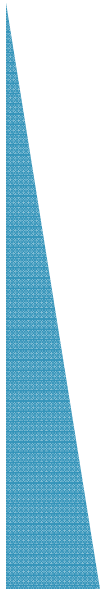
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# Recommendations from the Whole Child Working Group

Presented at the June 2, 2016 School Board meeting